

U. S. Department of Education
Office of Vocational and Adult Education

**The Carl D. Perkins
Career and Technical Education Act of 2006
STATE TRANSITION PLAN**

State Name: North Carolina

Eligible Agency Submitting Plan on Behalf of State:

North Carolina Department of Public Instruction

**Person at, or representing, the eligible agency responsible for
answering questions on this plan:**

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Type of State Plan Submission (check *one*):

☐ 6-Year

☒ 1-Year Transition

Special Features of State Plan Submission (check all that apply):

☒ Unified - Secondary and Postsecondary

☐ Unified - Postsecondary Only

☐ Title I only (*All Title II funds have been consolidated under Title I*)

☒ Title I and Title II

**CARL D. PERKINS
CAREER AND TECHNICAL EDUCATION IMPROVEMENT ACT
OF 2006, P.L.109-270**

NORTH CAROLINA TRANSITION PLAN

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INTRODUCTION

This Transition Plan is to meet the requirements for the one-year transition period to develop the five-year State Plan. It covers the period from July 1, 2007 through June 30, 2008. The legal basis for the North Carolina Department of Public Instruction to apply for these funds is on the following page.

The procedures and steps for meeting these requirements are spelled out in the Transition Plan. The plan follows the same sequence and has the same categories as the United States Department of Education/Office of Vocational and Adult Education Guide for the Submission of State Plans expiring June 30, 2008. All funds, both new and carryover, covered by this plan will be obligated and spent under the authority of Perkins Act of 2006.

If there are questions about the combined or the secondary portions of this plan, please contact Rebecca Payne, Director, Division of Career and Technical Education, North Carolina Department of Public Instruction by email: rpayne@dpi.state.nc.us, phone 919.807.3879; or fax 919.807.3826. If there are questions about the postsecondary portion, please contact Elizabeth Brown, Director, Federal Career and Technical Education, North Carolina Community College System by email: browne@nccommunitycolleges.edu; phone: 919.807.7128; or fax: 919.807.7164.

Rebecca B. Payne, Director
Division of Career and Technical Education
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LEGAL AUTHORITY

The North Carolina General Statute of North Carolina – §115C-154 authorizes and directs the State Board of Education, hereinafter referred to as the State Board, acting as the State Board for Career and Technical Education, to administer through local boards of education a comprehensive program of Career and Technical Education which shall be available to all students enrolled in the public schools who desire it as an integral part of education to empower students to be successful citizens, workers and leaders in a global economy. Furthermore, the General Statutes authorize the State Board to administer funds appropriated by the United States Congress for Career and Technical Education programs, services, and other purposes specified in the Carl D. Perkins Career and Technical Education Improvement Act of 2006 P. L. 109-270.

The North Carolina General Statute also authorizes the State Board in concurrence with the State Board of Community Colleges to administer Career and Technical Education in public postsecondary community colleges (§115C-158).

The State Transition Plan for Career and Technical Education, hereinafter referred to as the State Transition Plan, provides direction for the operation of Career and Technical Education programs, services, and activities in the secondary and postsecondary education systems in North Carolina.

PART A

STATE PLAN NARRATIVE

I. PLANNING, COORDINATION, AND COLLABORATION PRIOR TO PLAN SUBMISSION

Not Required in One-Year Transition Plan

II. PROGRAM ADMINISTRATION

A. Statutory Requirements

1. Not required in one-year Transition Plan.
2. Describe the Career and Technical Education activities to be assisted that are designed to meet or exceed the State adjusted levels of performance, including a description of—
 - (a) The Career and Technical Education programs of study, that may be adopted by local educational agencies and postsecondary institutions to be offered as an option to students (and their parents as appropriate) when planning for and completing future coursework, for career and technical content areas that—
 - i. Incorporate secondary education and postsecondary education elements;
 - ii. Include coherent and rigorous content, aligned with challenging academic standards, and relevant career and technical content in a coordinated, non-duplicative progression of courses that align secondary education with postsecondary education to adequately prepare students to succeed in postsecondary education;
 - iii. May include the opportunity for secondary education students to participate in dual or concurrent enrollment programs or other ways to acquire postsecondary education credits; and
 - iv. Lead to an industry-recognized credential or certificate at the postsecondary level, or an associate or baccalaureate degree;

Secondary

North Carolina has a comprehensive Career and Technical Education Standard Course of Study developed by educators with input from business and industry, community college and university representatives. The Standard Course of Study provides details about the courses and courses of study that Local Education Agencies may offer to students. A modification

process allows schools to offer courses not included in the Standard Course of Study if approved by the State. Local Education Agencies develop local plans using the Standard Course of Study to plan for facilities and identify equipment necessary to offer courses reviewed by business and industry.

Curriculum is developed by consultants and master teachers and distributed statewide at the annual professional development conference in July of each year. Curriculum is aligned to academic standards/courses. Classroom assessment banks are developed and provided to teachers and secure assessments are controlled by consultants at the state agency.

The state developed booklet “Building Career Pathways” is a guide for educators explaining how career pathways work and how to put them into place. Included in the guide are more than 50 career maps, which describe particular careers and the ways students can prepare for them. The career pathways provide administrators, teachers, counselors, students and parents with guides for following a non-duplicative pathway that leads to a seamless transition into postsecondary education.

Dual enrollment is available to students in North Carolina. This program is a joint effort between Local Education Agencies and Community Colleges that allows high school students to enroll in college courses for credit prior to high school graduation. College credits earned through dual enrollment can be applied toward high school and college graduation and may be transferred to other colleges or universities.

Local Education Agencies can develop cooperative programs with community colleges under the Huskins Bill [North Carolina §115D-20(4)]. Huskins courses are college level courses scheduled specifically for high school students. Through this program Local Education Agencies and Community Colleges are able to assist students in an uninterrupted educational program from the high school into postsecondary education.

Articulated curriculum is cooperatively developed between secondary and postsecondary education in North Carolina. In selected areas secondary students can complete industry-recognized or state-recognized credentials. Postsecondary programs are designed to allow students to complete part of the industry- or state-recognized credential while in high school and make a seamless transition to a non-duplicative program to complete the credential.

Postsecondary

The North Carolina Community College System (NCCCS) has identified the following priorities for activities to meet or exceed the State adjusted levels of performance.

- Curriculum improvement to meet new and emerging technology advances and emphasizing integration, assessment, full involvement of technical committees, and secondary education involvement.
- Support for Tech Prep articulation agreements.
- Promotion of partnerships among business, industry, labor, education, and governmental agencies.
- Support of leadership and instructional programs in the increased use of technology.
- Professional development activities for career-technical and academic faculty, counselors, and administrative personnel.
- Support for program assessment and accountability.
- Technical assistance to colleges.

In their local applications, eligible recipients target their dollars to those activities to assist students in achieving their goals. This may include counseling services, job placement, or special provisions for individuals who are members of special populations.

Although the North Carolina Community College System has a 40-year history, until 1981 the system fell under the auspices of the North Carolina Department of Public Instruction, the agency responsible for the State's public education system. The linkage is still readily visible through the close relationship of the two agencies. This relationship has been the catalyst for unified pursuit to serve all of the K-16 educational needs of the citizens of North Carolina. Resulting from this is similar agency structure, practices, and mission. Ranging from common course nomenclature to joint professional conferences, North Carolina Community College System and North Carolina Department of Public Instruction both seek to provide seamless transition from high school to community college.

To better serve students, statewide agreements have provided opportunities for each of the 58 community colleges to link with partnering Local Education Agencies and four-year institutions. Many programs in North Carolina's community colleges are designed to be the next logical step for students after completion of Career and Technical Education programs in secondary education. These programs offer students clear pathways to

specific technical careers with minimum barriers to their educational goals. By building from the foundation established in high school these students may continue their education by enrolling in community college programs that clearly align with and continue to enhance the students' training in their chosen disciplines.

To facilitate this training, several mechanisms that incorporate secondary and postsecondary education elements were established.

Huskins Bill [§115D-20 (4)] – This law provides for community college courses to be offered specifically for high school students. By completing these courses, students earn college credit. Through this program students enroll in community college courses held on high school campuses during the regular school day. The courses are taught by community college faculty and to the same academic standard as the community college course.

Dual Enrollment – With the permission of high school administration, high school students are permitted to enroll in a course on a community college campus. Most of the courses eligible for Dual Enrollment are not offered at the student's high school. After the student completes the course with an acceptable grade, the student is awarded both high school and college credit.

Middle College High Schools – Initially a Tech Prep Initiative, these programs offer at-risk students the opportunity to complete their high school education on a community college campus. This initiative fulfills the requirements of the North Carolina high school diploma, while allowing students access to more diverse community college course offerings.

Articulated Courses – The Department of Public instruction and the Community College System have initiated a statewide articulation agreement consisting of 63 high school courses that equate to 71 community college courses. Community college credit is awarded for these courses as appropriate. The agreement is reviewed and updated regularly.

Additional local articulation agreements may be established among the Local Education Agency, individual community colleges and/or four-year institutions. These local agreements often are the result of specific community needs and may not be applicable to all community colleges; however, many of the local

agreements eventually become incorporated into the statewide articulation agreement.

Each program, including career and technical programs, in the North Carolina's community colleges is approved at the State level before it may be offered at a college. Each college interested in operating a new program must prove to the Curriculum Review Committee, composed of State and local participants, that programs include coherent and rigorous content, challenging academic standards, relevant and appropriate content, and non-duplicative progression in order to be approved and offered. Once approved, such programming may be offered at any community college provided that other standards are met.

All programs in North Carolina are approved with the ability to award associate degrees. Committees at the individual colleges determine the levels at which the program will operate at their college: certificate, diploma, or degree. Whenever there is an industry-recognized credential, programs are designed to prepare students for industry-recognized credential requirements.

As new programs are developed, industry-recognized credentialing is considered in the program approval process. The Programs Staff (North Carolina Community College System) weight the program's potential ability to train students for industry-recognized credentials as a significant program element as the potential program's viability is determined.

As industry-recognized credentials change, faculty in these programs continuously update their own skills and gain new credentials to remain current in their respective fields. Faculty credentials must remain current in order to satisfy the requirements of the accrediting services that monitor North Carolina's community colleges.

(b) Develop and implement the career and technical programs of study described in (a) above in consultation with eligible recipients;

Secondary

The North Carolina Standard Course of Study is designed to assist local school systems in planning effective and comprehensive Career and Technical Education programs. It contains information about planning, required resources, instructional guidelines, and program area offerings.

The document reflects the need for local school systems to have flexibility to accommodate varying local patterns of organization, resources, and needs. More than 170 business/industry representatives, 424 local school and school system administrators, 323 students enrolled in Career and Technical Education programs and approximately 3,100 teachers provided input into the development of the Standard Course of Study. The Standard Course of Study is distributed statewide at professional development workshops. Local Career and Technical Education administrators develop the local plan to outline the implementation of the Standard Course of Study. The local plan includes specifics on the scope and quality of the local Career and Technical Education program. The State agency provides professional development to local administrators and teachers in the implementation of the Standard Course of Study. Additionally, five regional Career and Technical Education consultants provide on going technical assistance and professional development to local Career and Technical Education personnel.

Postsecondary

Programs of study offered in any of North Carolina's community colleges must first meet the rigorous standards set by the State before students may be enrolled. The Curriculum Review Committee, a mixture of North Carolina Community College System staff and appointed chief academic officers from the local colleges, evaluates the merits of the proposed program and determines the viability of the proposed program through a uniform, State-approved process. Once board approved, the college(s) requesting the program may then offer it to students. Any other college, provided that certain other criteria are met, may then offer the program.

Programs that have served their useful life, but may no longer be appropriate for the community, are also reviewed by the State. To determine which programs should no longer be offered, an accountability system is in place to determine participation rates and need. When minimum standards are no longer met, the State may recommend closing programs at individual colleges rather than Statewide. This process ensures that colleges and communities that still need the program may continue to offer the program.

Huskies and Dual Enrollment programs must also be approved by the State before enrolling students. State level approval is intended to ensure that courses being offered through Huskies or

Dual Enrollment are of the same quality and content as traditional courses held by the colleges.

(c) Support eligible recipients in developing and implementing articulation agreements between secondary education and postsecondary education institutions.

The statewide high school/community college articulation agreement was adopted September 1999 and later amended in November 2004. The agreement was approved and endorsed by both the State Board of Education and the State Board of Community Colleges. The articulation agreement was presented to the North Carolina Community College President's Association to ensure that leaders at each community college supported the agreement.

Local Education Agencies and postsecondary institutions use the North Carolina Statewide College Tech Prep Articulation Agreement and the North Carolina Guide for Developing Local Articulation Agreements as guidance documents in developing articulation agreements. North Carolina has a statewide articulation agreement that will be the basis for local agreement development. The format and criteria for local agreements are outlined in the Guide for Developing Local Articulation Agreements. Over 40 Local Education Agencies currently have approved local articulation agreements.

For Local Education Agencies and postsecondary institutions that do not have existing articulation agreements, five regional workshops will be conducted jointly by secondary state consultants and postsecondary personnel to assist Local Education Agencies in developing articulation agreements. Regional Career and Technical Education coordinators and other secondary and postsecondary consultants will provide technical assistance to Local Education Agencies needing onsite assistance.

Additionally, local colleges have the ability to form local articulation agreements as the need arises. Many colleges already have these agreements in place between high schools and community colleges or community colleges and four-year institutions.

A separate statewide articulation agreement exists between the University of North Carolina, the 16 institutions of higher education that it represents, and the North Carolina Community

College System. The agreement ensures that any course from the core curriculum taken at a community college will be accepted for credit at any participating four-year college or university.

Combined, these agreements provide Career and Technical Education students with clear pathways that streamline educational opportunities from high school to community college and, eventually, to university.

The State provides technical assistance in the implementation of articulation agreements through a variety of methods. Individual technical assistance is provided for any college requesting help. Also, a web-based “how to” module is being developed to guide colleges to successfully utilize and develop new agreements.

(d) Make available information about career and technical secondary programs of study offered by eligible recipients;

The secondary programs include a Career and Technical Education Standard Course of Study and Support Services Guide in eight content areas:

- Agricultural Education
- Business and Information Technology Education
- Career Development
- Family and Consumer Sciences Education
- Health Occupations Education
- Marketing Education
- Technology Education
- Trade and Industrial Education

Within each content area are course sequences that a student chooses to further their education and employment. These courses are combined with English, mathematics, science, social studies, physical education, second languages, and the arts to support career pathways. Approximately 381,800 students are enrolled in Career and Technical Education, grades secondary.

Course sequences are correlated with national industry standards and national curriculum standards. Extensive input was provided by business and industry as well as from lead teachers and teacher educators. A state facility plan and equipment list for course sequences based on the competencies and objectives of the courses in these content areas is available. State-of-the-art technology recommended in the competencies, facility plan, and

equipment list provide guidance to local school systems to update existing and begin new programs.

(e) Develop, improve, and expand access to appropriate technology in Career and Technical Education programs;

Secondary

Equipment lists are used by local education agencies to determine equipment purchases. The list is based on state-of-the-art technology and the items are aligned to the competencies of each course. The local plan approval process is used to set priorities for equipment. The list is available online and is revised as needed for up-to-date purchases.

State-of-the-art technology will be infused through new courses being initiated throughout the North Carolina program. New course sequences which are based on state-of-the-art technology include, but are not limited to, the following:

- Automotive Service Technology
- Biomedical Technology
- Computer Applications/Digital Communication Systems
- Computer Engineering Technology
- e-Commerce I and II
- Food Science Technology
- Network Administration
- Network Engineering Technology
- Scientific and Technical Visualization

Postsecondary

To consistently develop, improve, and expand access to appropriate technology, the North Carolina Community College System operates several programs and activities including, but not limited to:

Industry Professional Groups – Local and statewide, professional groups and organizations serve as a means through which community colleges work with industry. A symbiotic relationship exists between the groups and Career and Technical Education programs. The groups help to ensure that the colleges are training students with appropriate technology, by recommendation and, occasionally, through donation of equipment or training. North Carolina's Career and Technical Education programs seek to provide relevant training. Industry welcomes our students as employees when the students already are familiar with the field's technology.

Curriculum Improvement Project (CIP) – Through CIPs, North Carolina's community colleges update and revise existing programs. CIPs were developed as a means of providing funding for system-wide projects in curriculum or instructional areas that are experiencing significant changes, such as job market developments, advances in technology, new teaching and delivery methods, and implementation of state or national educational initiatives.

Professional development activities form the foundation for curriculum development and upgrading. Each project is required to provide professional development for instructors in content, methodology, and technology training. The two-year project should result in innovative instructional strategies that have a long-term, systemic impact in the targeted curriculum area.

North Carolina Network for Excellence in Teaching (NC-NET) – NC-NET offers community college faculty in North Carolina a collaborative, statewide professional development system that is committed to sharing best practices, leveraging resources, and avoiding duplication. To encourage a comprehensive and balanced approach to professional development, NC-NET organizes its resources into six programmatic areas: 1) Teaching and Learning, 2) Discipline-Specific, 3) Career and Personal Development, 4) Technology in the Classroom, 5) Online Teaching, and 6) Serving Special Populations.

The State will continue to develop, enhance, and improve NC-NET by soliciting training modules that address current and emerging technologies for Career and Technical Education programs. Such training modules are already available through NC-NET; however, a greater focus on such modules will be a driving force for NC-NET.

North Carolina Community College System Conference— Biannually, North Carolina Community College System holds a multi-day conference for community college faculty, staff, and administration. The conference has attendance ranging from 2,600-3,000 community college participants. The conference offers workshops, including a technology track; discipline specific presentations; and networking with professional organizations. This is a primary forum where many college personnel first encounter new technologies and best practices for their use.

(f) Use criteria to approve eligible recipients for funds under the Act, including criteria to assess the extent to which the local plan will—

- i. Promote continuous improvement in academic achievement;**
- ii. Promote continuous improvement of technical skill attainment; and**
- iii. Identify and address current or emerging occupational opportunities;**

Secondary

State consultants work with Local Education Agencies to submit an application that is in compliance with the Carl D. Perkins Career and Technical Education Act of 2006. Approval of the local plan from eligible recipients is based upon the plan meeting the provisions of Section 134 of the Act.

Local plans must outline strategies for continuous improvement of technical skill attainment. Technical attainment, as measured by the North Carolina Career and Technical Education Instructional Management System (VoCATS), is reported for each Local Education Agency overall, by No Child Left Behind subgroups, by North Carolina Career and Technical Education Special Populations subgroups, by program areas and by College Tech Prep. Administrators in each Local Education Agency must develop strategies to address improvement of technical skill attainment by each reported category.

Local Education Agencies are required to complete a strategic plan as a part of the local planning process. The Part I Strategic Planning component of the Planning and Performance Management System, North Carolina's local planning system, will be revised to reflect the emphasis on the identification of current and emerging occupational opportunities at the national, state, and local levels. The secondary application is attached in Appendix A.

Postsecondary

The State career and technical education staff provide technical assistance to colleges in preparation and implementation of the application. Each application is reviewed by at least two State staff before approval. Approval of the local applications will be based on the content of the application in relation to the requirements of Section 134 of the Act. This includes descriptions of:

- How required programs will be carried out.
- How funded activities will assist in meeting State adjusted levels of performance.
- How the academic and technical skills of students participating in Career and Technical Education programs will be improved by strengthening the academic and career and technical education components of such programs through the integration of coherent and rigorous content aligned with challenging academic standards and relevant Career and Technical Education programs.
- How students will be provided with strong experience in, and understanding of, all aspects of an industry.
- How students who participate in Career and Technical Education programs will be taught to the same coherent and rigorous content aligned with challenging academic standards as are taught to all other students.
- How comprehensive professional development for career and technical education, academic, guidance, and administrative personnel will be provided to promote the integration of coherent and rigorous content aligned with challenging academic standards and relevant career and technical education.
- How the involvement of students, faculty, business and industry, labor organizations, representatives of special populations, and others will be demonstrated in the development, implementation and evaluation of career and technical programs. This will also include the methods employed to inform the above individuals of the requirements of the Act.
- How the eligible recipient will evaluate and continuously improve the performance.
- How special populations will be assisted to overcome barriers in access to and success in career and technical programs in order to meet State adjusted levels of performance.
- How special populations students will not be discriminated against on the basis of their status as members of special populations.
- How funds will be used to prepare students for nontraditional training and employment.
- How the eligible recipient will recruit and retain career and technical education teachers, faculty, and career guidance and academic counselors, including individuals in groups underrepresented in the teaching profession.
- How the eligible recipient will assist faculty and staff with the transition to teaching from business and industry.

To promote continuous improvement in academic achievement, the following actions will take place.

- The State will work with individual colleges to establish negotiated levels of performance. Each college will have the option of using the State levels of performance for the year covered by the State Transition State Plan. For the following five years of the Act, the baseline data established in the “transition” year will guide the negotiation of these levels of performance.
- The State will develop a method to provide colleges with valid and accessible data so the college can monitor their results.
- The colleges will constantly monitor academic achievement in career and technical education courses.
- The colleges will participate in professional development or technical assistance activities designed to improve academic achievement.
- The colleges will identify and assist students from special populations and target funds to assist these students academically.

Technical skill attainment is another measure by which the colleges monitor progress. In particular, programs with industry-recognized tests are examined regularly by the college and by the State. Minimum thresholds are required in order to continue the program. For programs without this testing, the State will develop a process to continuously monitor progress in student technical skill attainment. The colleges may direct funds to professional development opportunities for faculty so they may keep current in methods for improving technical skill attainment and so the faculty may update their own technical skills.

Colleges will identify and address current or emerging occupational opportunities through their institutional strategic planning process and other means determined by individual colleges. Once identified, the colleges will have opportunities to direct funds from their allotments to address training for these occupations provided that there is already a State-approved curriculum.

The following are some of the methods that colleges will use to identify and address current and emerging occupational opportunities.

- The use of local advisory groups and Workforce Development Boards to guide Career and Technical Education programs.
- Community and industry requests for and/or support of new Career and Technical Education programs.

- The use of Curriculum Improvement Projects, State-funded projects designed to update programs.
- The use of online education to provide better student access to training opportunities, increasing the number of students available for the occupational opportunity.
- The use of shared curricula to hasten the speed at which a college can begin new (to the college) courses.
- The use of shared courses, through the North Carolina Information Highway, allows colleges to enroll students in courses offered at other institutions without leaving their home college campus.

The Postsecondary application is attached in Appendix B.

(g) Prepare Career and Technical Education students, including special populations, to graduate from secondary school with a diploma;

Starting in the middle grades, Career and Technical Education students begin their career development process. This process includes development of a Career Development Plan for all students in 8th grade. This plan is based on each student's career interests. A Career Development Plan is a plan and a guide for the student and parents in the completion of the high school academic and Career and Technical Education requirements for a diploma. The planning process encourages students to consider their career interests and the necessary high school requirements and postsecondary training and education necessary to reach the anticipated career goal. Career development coordinators and school counselors monitor student progress on their Career Development Plans at least annually and provide regular career and academic counseling to students to assist them in meeting the academic and Career and Technical Education requirements in their plans.

The North Carolina accountability system requires that school systems provide intervention and remediation for students who do not meet expected performance levels on academic measures. Additionally, Local Education Agencies identify students at-risk of failure or dropping out early in each academic year and develop Personal Education Plans for each student identified. As a part of this identification process, Local Education Agencies identify Career and Technical Education special populations students for services provided through funding under the Perkins Act of 2006. In combination with the Personal Education Plan, Career and

Technical Education personnel develop a Career Development Plan Plus for special population students.

To ensure success of students, Local Education Agencies provide tutoring services, academic intervention services, and remediation through a number of non-Career and Technical Education funding sources. Career and Technical Education special population students are identified in Local Education Agencies early in each academic year. Special population students may be referred to various student assistance teams for services under Section 504, IDEA, or other student assistance programs. Special population coordinators also assist Career and Technical Education teachers in adapting instruction to better serve special population students. Services for exceptional children enrolled in Career and Technical Education classes are coordinated among regular education teachers and Exceptional Children teachers. Various accommodations are used to adapt Career and Technical Education instruction to ensure the success of special population students. Career and Technical Education funds may be used to purchase adapted equipment, adapted teaching materials and supplies, or to provide students equal access to required classroom activities.

- (h) Prepare Career and Technical Education students, including special populations, academically and technically for opportunities in postsecondary education or entry into high-skill, high-wage, or high-demand occupations in current or emerging occupations, and how participating students will be made aware of such opportunities;**

Secondary

Career and Technical Education Students are supported via a number of programs to be academically and technically prepared for postsecondary education and/or entry into high-skill, high-wage, or high demand occupations. All students are supported by a comprehensive academic curriculum including minimum English, science, social studies, and mathematics requirements that must be met for graduation. High-wage, high-skill, and high-demand occupations will be identified at the national, state, and local levels by procedures to be established prior to the 2008-2009 school year. Career development services will focus on informing students of opportunities for employment in high-wage, high-skill, and high-demand occupations.

All Career and Technical Education students are required to have a Career Development Plan. Local Education Agencies provide

Career Development Services to students through a number of activities and services including:

- Career development and academic counseling by Career Development Coordinators and School Counselors
- Interest inventories and assessments
- Individual and group Career Development Planning
- Career fairs
- Work-based learning such as job shadowing, internships, clinical experiences, and apprenticeships

To ensure success of students, Local Education Agencies provide tutoring services, academic intervention services, and remediation through a number of non-Career and Technical Education funding sources. Career and Technical Education special populations students are identified in Local Education Agencies early in each academic year. Career Development Coordinators and Special Populations Coordinators assist special population students in meeting the requirements of both academic and Career and Technical Education courses. Services also include identification of students for Section 504 services and for Exceptional Children Program services. Special Populations Coordinators also assist teachers in adapting instruction to better serve special populations students. Various accommodations are used to adapt instruction to ensure the success of special population students. Career and Technical Education funds may be used to purchase adapted equipment, adapted teaching materials and supplies, or to provide students to equal access to required classroom activities.

Postsecondary

In the North Carolina Community College System, all students regularly admitted to a program of study are required to take placement exams before enrolling in classes. This testing identifies academic deficiencies that may prevent students from academic success in their course of study. Students not testing at minimum thresholds are enrolled in developmental courses to improve requisite skills.

Each community college provides a staffed student services section. Within that section there are counselors whose function is to reduce barriers to education. The student has the responsibility to perform academically; however, there are options for students not performing to the expectation of the student or instructor.

Some of the common options include tutoring, academic skills workshops, skills labs, career counseling, and support groups.

All students at the community colleges, including students from special populations, have the same access to resources and opportunities. When needed, accommodations are made to eliminate barriers for special populations students. The colleges may direct local Perkins funds to support this. Accommodations may include, but are not limited too, assistive technology, interpreters, and sign language interpreters.

Making students aware of these opportunities starts with the required orientation programs. Also available is the Success and Study Skills course, which is designed to arm students with the tools needed to succeed in postsecondary education, including explanation of the student services offered and how to access those services. Faculty referral is also a common means of informing students of these services.

(i) Use funds to improve or develop new Career and Technical Education courses—

- i. At the secondary level that are aligned with rigorous and challenging academic content standards and student academic achievement standards adopted by the State under section 1111(b)(1) of the Elementary and Secondary Education Act of 1965, as amended;**
- ii. At the postsecondary level that are relevant and challenging; and**
- iii. That lead to employment in high-skill, high-wage, or high-demand occupations;**

Secondary

Career and Technical Education course competencies and objectives integrate with academic content standards and provide for application of learning. Additionally, Career and Technical Education students are required to complete the same rigorous academic standards for graduation as all other students.

Graduation requirements include the following for all students:

- Four English credits
- Three mathematics credits
- Three science credits
- Three social studies credits
- One health/physical education credit
- Four Career and Technical Education credits

- Score at the required level on designated end-of-course tests
- Meet the same statewide promotion standards

Career and Technical Education curriculum products for each course must adhere to state standards. Funds are used to bring together leaders in the field including teachers, teacher educators, CTE administrators and business and industry representatives to assess the need to improve or develop courses or course sequences. Course design teams identify new and emerging occupational opportunities to be developed into Career and Technical Education courses or course sequences. Additionally, course design teams revise existing courses to reflect current content and skills. The following products are developed by course design teams:

- Units, competencies and objectives
- Expanded content outlines
- Aligned assessment items comprising classroom assessment banks, performance assessment activities, and accountability assessment banks
- Sequenced classroom activities and teaching resources

Secondary Career and Technical Education programs prepare students for opportunities in postsecondary education and entry into high-skill, high-wage or high-demand jobs in current and emerging occupations. These programs will:

- Implement the State Board policy (Future-Ready Students for 21st Century).
- Encourage each Career and Technical Education student to take a rigorous academic core.
- Implement statewide articulation agreements, building on existing Tech Prep programs between secondary and postsecondary institutions.
- Further develop dual enrollment and Huskins bill courses.
- Maintain and develop state supported curriculum that meets the needs and standards of business/industry.
- Align state supported curriculum with national skills standards, national curriculum standards and industry standards where appropriate.
- Use the Career and Technical Education Instructional Management System (VoCATS) to document technical competency of students in career and technical courses.
- Use High Schools That Work (HSTW) data and/or other national assessment data to direct academic and vocational course improvement.

- Use state and local labor market data to help make decisions about which program to offer.
- Conduct staff development for secondary Career and Technical Education teachers.
- Further link programs within the secondary schools Local Education Agency to an industry recognized and issued certificate of skill attainment.
- Implement career pathways in all Local Education Agencies.
- Encourage all Local Education Agencies to develop and implement career planning programs for students.
- Encourage within all Local Education Agencies the development of Career Development Plans with appropriately sequenced courses within a career focus for students.
- Provide current labor market information to students and parents.
- Encourage students to engage in work-based learning.

Postsecondary

Each course, whether Career and Technical Education or other, is determined to be sufficiently relevant and challenging. The North Carolina Community College System has a statewide course approval process that must be followed before any course is offered by a community college. The approval process begins with surveys of local business and industry to determine whether the community can support the employment needs of program completers; an application submitted by the college proposing a new course; review by the Program Services Section of the North Carolina Community College System; and approval by the State Board of Community Colleges. The criteria for approving new courses address the relevance and rigor of the proposed course as well as other criteria. Colleges may direct local Perkins funds to improve or develop new career and technical courses.

Each program has a core series of courses. Upon completion of the core, students are expected to have a clear, entry-level understanding of the field. This understanding is evidenced through the accreditation of each community college, acceptance of core course credit hours by the University of North Carolina System, and, when applicable, licensure or State recognized tests.

Current and emerging occupational opportunities drive new programming in North Carolina's community colleges. For decades, North Carolina's greatest sources of jobs were manufacturing and agriculture. Manufacturing jobs have nearly

disappeared due to plant closings and overseas outsourcing. Agriculture jobs remain prevalent and are increasingly “high-skill”; however, the wages for those jobs are outpaced by inflation and North Carolina’s growing cost of living. These factors have inspired the courting of new high-skill, high-wage, and high-demand occupations by the State. The fields of biotechnology and computer technology are a primary source of jobs added. The community colleges are working with these industries to prepare workers for employment. By working with industry, our colleges are ensuring that their students receive the credential that they seek; and, more importantly, the skills that industry requires.

(j) Facilitate and coordinate communications on best practices among successful recipients of tech prep program grants under Title II and other eligible recipients to improve program quality and student achievement;

College Tech Prep activities are facilitated and coordinated jointly by the Department of Public Instruction and the North Carolina Community College System. Best practices in College Tech Prep will be communicated by several means including the following:

- An annual College Tech Prep Conference featuring best practices.
- Quarterly College Tech Prep user group meetings.
- Annual College Tech Prep reviews/evaluations.
- Periodic publication of best practices documents.
- College Tech Prep website sponsored by the North Carolina Community College System.

Funded College Tech Prep consortia provide an annual data packet which is reviewed by State staff. Within the data packet each consortium is required to describe the best practices implemented by their consortium. These best practices are collected and published. The opportunity for consortia to present their best practices is available quarterly through User Group Meetings held regionally across the State and at the annual statewide College Tech Prep Conference. The State also manages a statewide College Tech Prep Awards competition that recognizes the best practices of consortia in the areas of promotion, partnership, workforce, and overall performance.

(k) Link academic and Career and Technical Education at the secondary level and at the postsecondary level in a manner that increases student academic and career and technical achievement.

The State will distribute funds in accordance with North Carolina §115C-158 and through agreements between the North Carolina Department of Public Instruction and the North Carolina Community College System. The linkage between the North Carolina Department of Public Instruction and the North Carolina Community College System will be in the following areas: (1) cooperative endeavors; (2) career pathways; (3) formation of alliances.

Cooperative Endeavors

- Maintain and revise a statewide articulation agreement between secondary and postsecondary institutions.
- Support the continuation of the Huskins Bill [§115D-20(4)], enabling high school students to take courses at local community colleges that grant college credit toward certifications, degrees and diplomas.
- Support the continuation of dual/concurrent enrollment that enables high school students to enroll in courses offered to adults at a community college.
- Maintain and expand secondary course sequences that recognize student completers with college credit toward certificates, degrees and diplomas.
- Maintain and strengthen Tech Prep programs.
- Plan and conduct joint workshops, projects, committees, and task forces as applicable.

Career Pathways

- Improve career guidance and academic counseling through linked professional development and joint materials.
- Provide assistance to participating students while preparing for and continuing their education, especially in non-traditional pathways.
- Ensure all course sequences integrate academic and technical concepts and skills as well as All Aspects of the Industry.
- Support counseling personnel in the understanding and implementation of National Career Development Guidelines and the 16 Career Clusters.
- Improve the transfer of transcript information (especially articulated credit) between secondary and postsecondary institutions.

Alliances

- Develop and expand business and industry partnerships at the state and local levels.

- Promote mentoring strategies for educators and business and industry partners.
- Provide assistance to eligible recipients in developing articulation agreements.
- Support continuation of work-based Local Education Agency activities for secondary and postsecondary students.
- Seek support from parental groups/organizations, professional organizations, and organizations representing business and industry.

(I) Report on the integration of coherent and rigorous content aligned with challenging academic standards in Career and Technical Education programs in order to adequately evaluate the extent of such integration. [Sec. 122(c)(1)(A)-(L)]

Secondary

The course of study that leads to a diploma for Career and Technical Education concentrators will be collected by school, Local Education Agency and statewide. Career and Technical Education students who complete a coherent sequence of four Career and Technical Education credits are concentrators. Career and Technical Education concentrators must complete one of two courses of study that leads to a diploma: College Tech Prep or College/University Prep.

The State requires at minimum the following courses of the College Tech Prep Course of Study:

- Four English credits
- Three Mathematics – Algebra I, Geometry, Algebra II
OR Algebra I, Technical Math I, Technical Math II
- Three Science credits
- Three Social Studies credits
- One Health/PE credits
- Four Career and Technical Education credits in a coherent sequence or pathway

The State requires at minimum the following courses of the College/University Prep Course of Study:

- Four English credits
- Four Mathematics – Algebra I, Geometry, Algebra II, plus one math credit that requires Algebra II as a prerequisite
- Three Science credits
- Three Social Studies credits
- Two Credits in the same foreign language
- One Health/PE credit

College/University Prep Students may opt to complete four Career and Technical Education courses in a coherent technical sequence or pathway.

The State is considering a single default course of study that includes an endorsement or a pathway. The State will adjust the method of reporting on the integration of coherent and rigorous content aligned with challenging academic standards in Career and Technical Education programs as changes occur in the academic and elective requirements for students to earn a diploma.

Postsecondary

The North Carolina Community College Curriculum Standards provide common standards for each curriculum program. All students seeking a degree, diploma, or certificate must meet all of the requirements for their course of study. Degree programs require a minimum of 15 semester hours in general education, which includes six hours in communications and a minimum of 49 semester hours in the program major. Diploma programs require a minimum of six semester hours of general education, three of which must be in communications and a minimum of 30 semester hours in the program major. Course requirements for each program area are detailed by required core courses,

concentration requirements when applicable, and elective or other major hour choices.

One program title from the curriculum program standard is in Appendix C. All program standards may be viewed at http://www.ncccs.edu/Programs/curriculum_standards.htm

3. – 7. Not Required in One-Year Transition Plan

8. Describe the technical assistance to be provided to local educational agencies, area Career and Technical Education schools, and eligible institutions in the State. [Sec. 122(c)(15)]

Secondary

State consultants will involve all local customers in deciding how to provide needed technical assistance. State consultants will work throughout the year with Career and Technical Education directors to determine their needs for technical assistance. A series of activities, such as professional development, on site consultations, and conferences will be conducted to ensure that their needs are met. The professional organization of the Career and Technical Education directors will be a partner in providing technical assistance. The state consultants who have regional assignments will include administrative and service personnel who are not normally served by the program specialists.

The state consultant staff with program-specific assignments will work with the teachers in the respective program/service areas to determine their needs for technical assistance. The program area consultant staff working with the professional organizations of teachers will design the activities to provide technical assistance on a group basis. Individual consultations will be provided primarily by phone or e-mail.

Career and Technical Education consultants will provide immediate technical assistance when clients request help by phone or e-mail. Online discussion groups will be provided for Career and Technical Education teachers and administrators.

Colleges and universities with teacher preparation programs will be updated regularly by the Department of Public Instruction so they may provide technical assistance to administrators, guidance personnel, and teachers.

Business partnerships will be developed so that Local Education Agencies will receive technical assistance from business people about all aspects of an industry.

Technical assistance will be provided for the implementation of programs, services, and activities for individuals who are members of special populations to ensure they meet or exceed the State adjusted levels of performance.

Postsecondary

State career and technical education staff will provide eligible institutions with assistance in developing and implementing their local applications. Technical assistance also will be provided for the implementation of programs, services and activities for individuals who are members of special populations to ensure that they meet or exceed the State adjusted levels of performance. Opportunities for professional development will be provided at both state and local levels. Assistance with Tech Prep programs and activities will be provided by the Tech Prep coordinator, with assistance from other staff. Other assistance will be provided as requested by the individual colleges.

9.-11. Not Required in One-Year Transition Plan

B. Other Department Requirements

1. **Submit a copy of your local applications or plans for secondary and postsecondary eligible recipients, which will meet the requirements in section 134(b) of the Act.**

Secondary

A copy of the local application for secondary is attached in Appendix A. The internet based version of the plan (Planning and Performance Management System or PPMS) may be accessed via <http://wdeppms.dpi.state.nc.us/>. Users who do not have a password may login using Username: Guest and Password: Guest.

Postsecondary

A copy of the local application for postsecondary is attached in Appendix B.

2. **Provide a description of your State's governance structure for career and technical education, including the approximate**

number of eligible recipients at both secondary and postsecondary levels.

The North Carolina State Board of Education is the agency that governs Career and Technical Education. The Department of Public Instruction, under the direction of the State Superintendent, prepares and implements a plan for Career and Technical Education in North Carolina. There are 115 local secondary and 58 postsecondary eligible recipients. A copy of the governance structure for Career and Technical Education are in Appendix D and E.

3. Not required in One-Year Transition Plan.

III. PROVISION OF SERVICES FOR SPECIAL POPULATIONS

A. Statutory Requirements

1. Describe your program strategies for special populations listed in Section 3 (29) of the Act, including a description of how individuals who are members of the special populations --

(a) Will be provided with equal access to activities assisted under the Act.

Secondary

Members of the special populations, including individuals: with disabilities; from economically disadvantaged families, including foster children; preparing for nontraditional; single parents, including single pregnant women; displaced homemakers; and with limited English proficiency, will have equal access by being provided with Outreach and Recruitment Activities: These activities may begin as early as the seventh grade in the local education agencies offering a middle grades Career and Technical Education program. Students and their parents will be informed of the middle grades courses prior to their enrollment into the program. Local education agencies may employ Special Populations Coordinators (SPCs) and Career Development Coordinators (CDCs) to ensure that the specific information is addressed. In addition, special populations coordinators will provide outreach activities in Exceptional Children classes and on an individual basis when needed.

Enrollment Activities: Career and Technical Education support personnel will actively participate in the registration process. Career Development Coordinators and Special Populations Coordinators will assist guidance counselors, parents, and

students in choosing the most appropriate Career and Technical Education programs. Special Populations Coordinators will also provide pre-registration counseling to ensure that the students enroll in programs based on their interests and abilities. After the registration process, coordinators will review the schedules or contact students to evaluate whether special populations students are registered according to the information on the Career Development Plan (a sequential course of study including academic and vocational courses). In cases where the students are not enrolled in a career pathway according to the plan, the coordinator will seek explanations and corrections. The Career Development Plans will be revised when the students and/or parents agree with the change. The coordinator will become an advocate for the students when the changes are not appropriate or are not in the students best interests.

Placement Activities: Opportunities for placement offered by the career and technical education program will include cooperative education positions, apprenticeships, internships, shadowing experiences, and other job-related activities. Additional assistance for placement in postsecondary institutions, advanced training and military service will be coordinated. These services will be coordinated by Career and Technical Education support personnel, teachers and other service providers for members of special populations.

Equal Access: The State will develop printouts of percentages of enrollments per special population category in Career and Technical Education programs per Local Education Agency and per school in LEAs and statewide. These percentages will be compared as students access, progress through, and succeed in completing Career and Technical Education programs. Additionally, printouts of follow-up results will be developed per LEA, per school for each LEA, and statewide for each special populations category. These printouts will be analyzed continually to determine access to, progress in, and success through the full range of Career and Technical Education programs.

Postsecondary

Special populations include individuals with disabilities; individuals from economically disadvantaged families, including foster children; individuals preparing for nontraditional fields; single parents, including single pregnant women; displaced homemakers; and individuals with limited English proficiency.

The North Carolina Community College System will develop a coherent set of program activities designed to develop more fully the academic and career technical skills of our students enrolled in career and technical programs. The State will continue to collaborate not only with North Carolina Department of Public Instruction but also adopt and incorporate postsecondary programs meeting with success in other states. The State will promote services which enhance the linkage between secondary and postsecondary education for participating career and technical education students. The agency will collect and disseminate best practices in career technical education that will result in improved student learning. Additional activities will include provision of technical assistance to promote leadership and professional development at both the State and the local level. Improving the quality of career and technical education faculty, administrators and counselors will be a major objective of any program activities undertaken. North Carolina has led the nation in forming and implementing partnerships between education and workforce entities. These efforts in career technical shall become more intensified in the coming years of the new Act with the intention of extending, to all citizens, opportunities to continue learning throughout their lifetimes.

Key in providing access to educational opportunities is ongoing training and enlightenment of all community college faculty and staff. North Carolina Community College System adheres to the policy of sustaining “open door” admission in every member college. This policy is constantly stressed to all college employees. Any potential student, regardless of disability, economic disadvantage, single parent or homemaker status, preference for a nontraditional career, or limited English proficiency has complete access to recruitment, enrollment, counseling, placement, and the full range of career technical education programs available to all students.

Upgrading of teaching skills and subject matter expertise, on the part of faculty, translates into improved learning for all students – especially ones with learning disabilities. Provision of professional development through online websites such as NC-NET and North Carolinians Achieving Community College Excellence in Services to Students, or NC-ACCESS, will continue building upon an infrastructure created under Perkins III. NC-VITAL (North Carolina Vocational Instructors Training in Accessible Learning) provides extensive statewide training for faculty and staff in the area of services to individuals with disabilities. A comprehensive website includes materials on sensitivity training, legal issues, and website

accessibility. Strategies for attracting individuals to nontraditional careers in high-skill, high-wage occupations include in-state dissemination of successful practices from community colleges all over the nation. Creation of a Nontraditional Careers Committee will garner expertise from across the State for the benefit of all colleges. Cooperation between the Basic Skills unit and the career and technical staff at North Carolina Community College System will result in a website resource to assist instructors of individuals with limited English proficiency. Realizing the key role played by adjunct or part-time faculty in career technical education, plans are underway to focus training efforts at this group through statewide efforts to establish training programs for adjuncts at each community college in the State.

(b) Will not be discriminated against on the basis of their status as members of the special populations.

Secondary

Each Local Education Agency in its local plan, will list its goals, objectives, and strategies for serving special populations. Each Local Education Agency will annually evaluate its performance with respect to how these goals, objectives, and strategies are being met by the use of the following performance indicators: percentage of special populations by category who attain and do not attain performance measures; career guidance services devoted to special populations; transition services available to special populations through the instructional process and counseling; use of a Career Development Plan Plus for members of the special populations; and identified strategies to evaluate and improve the performance of special populations.

Members of special populations in each category will be enrolled in the Career and Technical Education programs. Local education agencies will employ support personnel including Special Populations Coordinators and Career Development Coordinators to assess the special needs of students. Career assessments of the students' interests, aptitudes, personality styles, abilities and learning styles may be used to determine the appropriate placement and support services needed for success in regular classrooms. To reduce duplication of efforts, the coordinators will coordinate services with other service providers as specified in *Challenge: A Handbook for Serving Members of Special Populations*. Following the guidance and counseling activities, the academic and Career and Technical Education courses will be outlined in each student's Career Development Plan (CDP). The

support services, including supplementary services, will be recorded for special populations in each student's CDP+.

Professional development will be provided to local administrators, counselors, career development coordinators, special population coordinators, principals, teachers and others to ensure they are aware of and implement successful strategies that ensure equal access for all students. Additionally, North Carolina will use a targeting plan to select Local Education Agencies for annual Comprehensive Civil Rights Reviews. These technical assistance reviews will provide the monitoring necessary to identify potential problems and to identify successful practices in serving special populations, under represented and protected groups.

Postsecondary

The mission of the North Carolina Community College System is to open the door to high-quality, accessible educational opportunities that minimize barriers to postsecondary education, maximize student success, develop a globally and multi-culturally competent workforce, and improve the lives and well-being of all citizens. This open door policy is the cornerstone of the institution. Any potential student, regardless of disability, economic disadvantage, single parent or homemaker status, preference for a nontraditional career, or limited English proficiency has complete access to recruitment, enrollment, counseling, placement, and the full range of career technical education programs available to all students. Part of the enrollment process includes placement testing, and often, career testing, as well as individual counseling. The testing results enable colleges to provide appropriate services for all students. By following unbiased procedures administered fairly, college personnel will make every effort to avoid discrimination against any student.

Eligible recipients will annually assess the progress special population students are making in overcoming identified barriers and in meeting core indicators of performance. Additionally, institutions will continue to be monitored for civil rights compliance in career and technical education programs, following the Office for Civil Rights guidelines.

- (c) Will be provided programs designed to enable members of the special populations to meet or exceed State adjusted levels of performance, and prepare the members of the special populations for further learning and for high-skill, high-wage, or high-demand occupations. [Sec. 122(c)(9)(A)-(C)]**

Secondary

These services will refer to the preparatory and transition services function. The goal of these functions will be for each appropriate enrollee to develop and use a comprehensive education plan which encompasses a complete sequential program of studies. The development of that plan will include appropriate assessment services, career and related counseling and course registration; occupations, basic and advanced academic attainments; supplementary services as needed; and related placement in further education and/or the work place.

To accomplish the above, the following types of leadership, supervision, and measures will be provided: Expansion of the High Schools that Work model, which promotes high academic achievements for career-bound students; coordination of the College Prep/Tech Prep component of the North Carolina State Board's ABCs initiative; coordination with No Child Left Behind efforts at the state and local levels; and provision for nontraditional training shall include careers in emerging high skill, high wage, or high demand occupations and occupations and fields of work identified in the nontraditional core indicators.

Postsecondary

Members of special populations will have access to the same programs available to all students that will enable them to meet or exceed State adjusted levels of performance, and to prepare them for further learning and for high-skill, high-wage, or high-demand occupations. Colleges will be provided data on how special populations students performed in meeting the State levels of performance. From this information, local recipients will develop and adopt activities to assist these students. Activities may include but not be limited to the following: tutoring, interpreters, readers, counseling. North Carolina Community College System will provide colleges with technical assistance in techniques to enhance learning for nontraditional occupations.

2. – 5. Not Required in the Transition Plan

IV. ACCOUNTABILITY AND EVALUATION

Accountability and Evaluation

Indicators

Transition Plan

Secondary Level – 3 Indicators

1S1	Academic Attainment – Reading/Language Arts	X
1S2	Academic Attainment – Mathematics	X
2S1	Technical Skill Attainment	Collect Baseline
3S1	Secondary School Completion	Collect Baseline
4S1	Student Graduation Rates	X
5S1	Secondary Placement	Collect Baseline
6S1	Nontraditional Participation	Collect Baseline
6S2	Non-traditional Completion	Collect Baseline

Postsecondary/Adult Level – 5 Indicators

Not Required in One-Year Transition Plan.

A. Statutory Requirements

- 1. Obtain input from eligible recipients in establishing measurement definitions and approaches for the core indicators of performance for Career and Technical Education students at the secondary and postsecondary levels, as well as for any other additional indicators of performance identified by the eligible agency. [Sec. 113(b)(1)(A)-(B), sec. 113(b)(2)(A)-(C)]**

Major activities that were/will be employed to gather input from eligible recipients include the following:

- The departments of Public Instruction and Community Colleges will propose measurements and definitions for core indicators of performance and additional indicators of performance that will be included in North Carolina's 2007-2008 Transition Plan and 2008-2013 State Plan. The departments will ensure that the national Office of Vocational and Adult Education recommended approaches are followed in order to have consistent data nationwide.
- The departments will meet with state staff and data experts to determine the procedural changes that must take place at the State level to ensure quality data can be collected.
- The departments will consult with the Governor and appropriate agencies, groups and individuals including parents, students, teachers, teacher and faculty preparation programs, representatives of businesses, eligible recipients, and State and local officials.
- The departments will meet with Career and Technical Education Administrators to review requirements and alternatives and to receive input on transition plan.
- The departments will meet with Career and Technical Education Administrators to review measurement definitions and approaches for core indicators of performance that are part of the 2007-2008 Transition Plan. Feedback will be summarized and shared. Administrators and departmental staff will discuss logistics necessary to carry out the performance measures and standards at the local level and draft plans for how results will be aggregated to the state level.
- The departments will conduct surveys to share information with other target groups and receive input.
- The departments will meet with Career and Technical Education Administrators to review measurement definitions and approaches for core indicators of performance that will be included in North Carolina's 2008-2013 State Plan. Administrators and departmental staff will finalize plans for collection and reporting of results on performance measures

- and standards.
 - The departments will revise standards as necessary.
 - Public hearings will be held for public reaction and input.
- 2. Obtain input from eligible recipients in establishing a State adjusted level of performance for each of the core indicators of performance for Career and Technical Education students at the secondary and postsecondary levels, as well as State levels of performance for any additional indicators of performance identified by the eligible agency. [Sec. 122(c)(10)(A)-(B), sec. 113(b)(3)(B)]**

Secondary

Major activities that will be employed to gather input from eligible recipients include the following:

- The Department of Public Instruction will calculate baseline data and proposed targets that will be included in the North Carolina State Plan.
- The department will meet with Career and Technical Education Administrators to review proposed targets and receive input.
- The department will share information about targets with stakeholder groups via the electronic Planning and Performance Management System.
- Hearings will be held for public reaction and input for the targets.
- The department will revise targets as necessary.
- The department will meet with Career and Technical Education Administrators for final review of targets for core indicators of performance that will be included in the North Carolina State Plan.

Postsecondary

The State will begin this process by first reviewing data from past years to determine trends and establish baseline data. After reviewing this data, State staff will discuss and seek input from North Carolina Community College System data experts. After considering this input, the State will provide the information at regional meetings with Perkins contacts and data experts from the colleges. After the college input is received and reviewed, a committee composed of Perkins practitioners and data experts will further refine the levels. The revised levels will be available for college level review and comment. This revision will also have a final review by North Carolina Community College System staff from the Planning and Research and Information Systems sections.

3. **Identify on the forms in Part C of this guide, the valid and reliable measurement definitions and approaches that you will use for each of the core indicators of performance for Career and Technical Education students at the secondary and postsecondary/adult levels, as well as any additional indicators of performance identified by the eligible agency, that are valid and reliable. You must describe how your proposed definitions and measures are valid and reliable. [Sec. 113(b)(2)(A)-(B)]**

Secondary

See Part C: Accountability Forms

North Carolina develops course objectives validated by business and industry. The objectives are used to create standardized postassessments. Items on the postassessments are validated by North Carolina Department of Public Instruction curriculum consultants to determine if they are written at the correct cognitive and performance level, then by teams of teachers to be sure that items are aligned to the course objectives. Items that do not meet this standard are rejected. After validation, items are field tested and reliability scores are established by test and by item to ensure that the items consistently produce the same result. Items that do not meet this standard are rejected. No items appear on assessments used in statewide accountability until they undergo both validation and reliability testing.

Scores on postassessments will be scaled and proficiency levels set prior to 2008-2009. Students who achieve Level 3 or 4 proficiency will count as “met.” Students who achieve Levels 1 or 2 will count as “not met.”

When certifications are available, teams of teachers will validate that these certifications appropriately measure the entire scope of the course or program. Students have the option of taking this certification exam in addition to or in lieu of postassessments. Students who pass the certification will count as “met.” Students who fail the certification or who do not attempt the certification count as “not met.”

When concentrators leave secondary education, their performance on multiple technical attainment measures will be aggregated to a single score. To count as “met,” students must achieve Level 3 or 4 on postassessments or pass certifications for 75 percent of the courses in which they are enrolled and for which postassessments and/or certifications are available.

Postsecondary

See Part C: Accountability Forms

To gather the required data to measure core indicators, the State will use both State and local administrative records. The final measurement approach will result only after input from eligible recipients and internal experts. The approach will also consider Data Quality Institute results and will comply with national Office of Vocational and Adult Education guidelines.

The size of North Carolina Community College System and its 58 member institutions creates challenges in ensuring valid and reliable measures. To addressing this, a new statewide computer system is being phased in. This system will require users to enter data only once to populate all parts of the system (financial, curriculum, etc.), thereby decreasing errors. The data will then be housed in the data warehouse and used to analyze past performance. Each of the measures is designed to reflect student progress at the postsecondary level in Career and Technical Education.

Data validity and reliability are ensured by checks and balances throughout the data submission process. At the college level, an initial check of the data is performed and verified by administrative personnel. When approved by the college, the data are delivered electronically to the North Carolina Community College System Office for compilation. Various automated edits are run at the State level to identify any entries which may vary markedly from previous or expected levels. Compiled reports are then manually reviewed by staff for comparison of performance.

4. **Align the indicators, to the greatest extent possible, so that information substantially similar to that gathered for other State and Federal programs, or for any other purpose, is used to meet the Act's accountability requirements. [Sec. 113(b)(2)(F)]**

Secondary

Core indicators of performance and additional indicators of performance will be aligned with information gathered for other State and Federal programs as indicated below:

- Core indicators 1S1 (Academic Attainment-Reading/Language) and 1S2 (Academic Attainment-Mathematics) will use definitions and targets adopted by North Carolina in accordance with Sec. 1111 of ESEA and measured by state proficiency levels. Data will be provided for Career and Technical Education students as designated by the national Office of Vocational and Adult Education.
- Core indicator 4S1 (Student Graduation Rates) will use definitions and targets adopted by North Carolina in accordance with Sec. 1111 of ESEA and measured by state proficiency levels. (These targets have not yet been established.) Data will be provided for Career and Technical Education students as designated by the national Office of Vocational and Adult Education.
- For all core indicators, results are disaggregated for Economically Disadvantaged Students. Students will be classified as Economically Disadvantaged using administrative records from the Free and Reduced Price Meal program. (Local Education Agencies can identify additional students as Economically Disadvantaged using agreed upon definitions.)
- For all core indicators, results are disaggregated for Handicapped Students. Students will be classified as Handicapped using administrative records from the Exceptional Children's Division.
- For all core indicators, results are disaggregated by No Child Left Behind (NCLB) subgroups. All students, major racial and ethnic groups, students with disabilities, Limited English Proficient, economically disadvantaged, migrants, and gender.

Postsecondary

Every effort will be made to align any substantially similar data gathered for other State and Federal programs with Perkins data. During regional meetings with Perkins contacts and data experts, participants will be polled to determine what, if any, similar data is collected for other State and Federal Programs. If similarities are found, State career-technical staff will meet with appropriate entities to ensure alignment of the data.

5. **On the forms provided in Part C of this guide, provide, for the first two years covered by the State plan (July 1, 2007 – June 30, 2008 and July 1, 2008 – June 30, 2009), performance levels for each of the core indicators of performance, except that States submitting one-year transition plans are only required to submit performance levels for part of the indicators as discussed above. For performance levels that are required, the States' performance levels, at a minimum, must be expressed in a percentage or numerical form, so as to be objective, quantifiable, and measurable; and require the State to continually make progress toward improving the performance of career and technical education students. [Sec. 113(b)(3)(A)(i)-(ii)]**

Secondary

See Part C: Accountability Forms

Postsecondary

Not applicable to postsecondary

6. **Describe the process for reaching agreement on local adjusted levels of performance if an eligible recipient does not accept the State adjusted levels of performance under section 113(b)(3) of the Act and ensuring that the established performance levels will require the eligible recipient to continually make progress toward improving the performance of career and technical education students. [Sec. 113(b)(4)(A)(i); sec. 122(c)(10)(B)]**

Secondary

Baseline data will be disaggregated to the local level and local adjusted levels of performance automatically calculated for each eligible recipient and each subgroup within the eligible recipient. Eligible recipients will have the option of using negotiated local adjusted levels of performance. Negotiations will take place between the eligible recipients and a panel appointed by the Director of Career and Technical Education. Decisions of the panel can be appealed to the Director. This process will be reviewed during the transition year.

Postsecondary

The eligible recipient must state, in writing, the rationale for not accepting the State adjusted levels of performance for any of the core indicators and propose a level of performance. State career-technical staff reviewing the plans will determine if proposed level is acceptable in terms of demonstrating continuous progress toward improving the performance of career and technical education students. If the level proposed by the eligible recipient is not

acceptable, personal contact will be made to negotiate an acceptable level. Upon acceptance of negotiated levels by both parties, a form indicating the negotiated levels will be sent to the college, signed by the college president, and returned to North Carolina Community College System.

Because of the diverse communities and populations of North Carolina, it is anticipated that many colleges will need to negotiate levels different from the State level. Colleges that have historically performed at levels higher than State level, usually large colleges, will be required to negotiate a level higher than the State level. The smallest colleges may have great difficulty in reaching State levels within one year due to their limited resources and often rural location. The smaller colleges will have the option of negotiating levels less than the State levels.

7. **Describe the objective criteria and methods used to allow an eligible recipient to request revisions to its local adjusted levels of performance if unanticipated circumstances arise with respect to an eligible recipient. [Sec. 113(b)(4)(A)(vi)]**

Secondary

Eligible recipients may request a revision to the local adjusted levels of performance. The request should be made in writing to the Career and Technical Education Division Director from the local superintendent and chairperson of the local board of education. The request should include the reason for the request, the specific revision requested, and the plan for how to move the affected group performance back to the previously agreed upon schedule. This process will be reviewed during the transition year.

In order to be eligible for revision, the unanticipated circumstance must be so severe as to detrimentally affect the performance of at least 90 percent of the students within the local school system, individual school, individual course, or subgroup. The revision should be requested at the lowest possible level of the affected group. Such events might include, but are not limited to, the following:

- Classes are cancelled in all schools within the local unit for two weeks due to a severe weather event. (System-wide revision of target percentage of students reaching proficiency by 0.5 percent, to be made up in the next year.)
- An individual school is destroyed and students are reassigned to other schools more than half way through the term. Revision would not change the proficiency target but would remove the reporting requirement for the destroyed school and for students originally assigned to destroyed school for one year only.

- A classroom teacher passes away shortly prior to testing. Revision would not change the proficiency target but would remove the reporting requirement for the classes taught by the teacher.

The following items are examples of events that would not qualify for revision of adjusted levels of performance:

- Class has a substitute for extended period due to lengthy illness of regular teacher.
- Weather event requires that testing be delayed until after the winter holidays.

Requests will be reviewed a panel appointed by the Director of Career and Technical Education. Decisions of the panel can be appealed to the Director.

Postsecondary

North Carolina is rapidly changing from an economy based in manufacturing and agriculture to an economy thriving on technology based and service industries. Agriculture is becoming more automated and manufacturing jobs are relocating overseas. This creates pockets of unemployment that often spike without notice. The community colleges often serve as a primary means of retraining these workers. The colleges are experienced in this retraining and perform exceptionally as they train workers for their new fields; however, many of these workers leave the community college as soon as they gain enough skill to secure new employment. The result is diminished levels of performance in the Core Indicators even though the college is providing the very service sought by the worker.

The colleges should not be punished for performing as designed and may renegotiate their expected levels of performance. The following are the steps through which a college may renegotiate.

- Eligible recipients will request, in writing, revision to its local adjusted level(s) of performance. The request must fully describe the situation causing the re-negotiation and propose new adjusted level(s).
- Requests for revision will be reviewed by State career-technical staff. Revision approval will be on an individual basis.
- Personal contact will be made, by State career-technical staff, for clarification and/or negotiation as needed.
- Upon State acceptance of revised levels, the colleges will indicate their agreement to the new level by signing and returning a form indicating the new levels.

8. **Report data relating to students participating in Career and Technical Education programs in order to adequately measure the progress of the students, including special populations and students participating in tech prep programs, if applicable, and ensure that the data reported to you from local educational agencies and eligible institutions, and the data reported to the Secretary, are complete, accurate, and reliable. [Sec. 122(c)(13); sec 205]**

Secondary

Career and Technical Education Enrollment data are collected in North Carolina by student each fall and spring. These data indicate general student demographics, courses the student is enrolled in, the set of graduation requirements toward which the student is working (College University Prep, College Tech Prep, Career Prep, or Occupational Course of Study), and some special populations information not available elsewhere. Enrollment data come directly from our student information management system, requiring a minimum of hand entry. We are working continually to increase the amount of information that goes into the enrollment system automatically.

The data from the enrollment report are merged electronically with Free and Reduced Price Meal eligibility information and information about student disabilities from the Exceptional Children's Division. Results of testing, attainment of certifications, and graduation status are linked back to the student enrollment record. Data are generated directly from electronic files and uploaded to minimize the likelihood of data entry error. Locals are audited annually and are subject to being required to provide electronic or hard copy documentation of the results reported.

Accountability reports are based on the student enrollment record, which indicates whether the student should be counted in one or more special populations categories or in Tech Prep. Reports are disaggregated by these categories at the state and local levels. Enrollment data are also used to indicate the number of students for whom the local system should report.

Postsecondary

Data validity and reliability are ensured by checks and balances taking place throughout the data submission process. At the college level, an initial check of the data is performed and verified by administrative personnel. When approved by the college, the data are delivered electronically to the North Carolina Community College

System Office for compilation. Various automated edits are run at the State level to identify any entries which may vary markedly from previous or expected levels. Compiled reports are then manually reviewed by staff for comparison of performance. These validated data will be used to populate the reports needed by each college to determine their levels of performance as well as the State levels of performance.

Currently, Tech Prep student data are collected through the data warehouse, but there are flaws in this system resulting in inaccuracies. Even though the State has defined Tech Prep students for more than 10 years, a postsecondary student may not identify themselves as a Tech Prep program of study student. As a result, State required data are compiled and reported manually from funded Tech Prep consortia. An effort is underway to develop a method for an accurate and reliable means of identifying, electronically, a postsecondary enrollee's high school program of study. If successful, the Tech Prep data will improve in its completeness, accuracy, and reliability.

Similarly, special populations students are difficult to track at the postsecondary level. All special populations students in the community colleges are "self-identified." Often students will choose not to identify themselves because of beliefs that the student will be stigmatized by identifying themselves as a member of a special population. Students are encouraged to identify themselves, but, at present there is no way to ensure that students will make their disabilities known.

9. **Describe how the State plans to enter into an agreement with each consortium receiving a grant under Perkins IV to meet a minimum level of performance for each of the performance for each of the performance indicators described in section 113(b) and 203 (e) of the Act. [Sec. 204(e)(1)]**

Secondary

Baseline data will be disaggregated to the consortia level and adjusted levels of performance will be automatically calculated for each consortium and each subgroup within the consortium. Each consortium will have the option of using the negotiated consortium adjusted levels of performance. Negotiations will take place between the eligible recipients and a panel appointed by the Director of Career and Technical Education. Decisions of the panel can be appealed to the Director. This process will be reviewed during the transition year.

Postsecondary

To date, there have been no community colleges in North Carolina that have entered consortia to access Perkins funding. Considering that each community college in the State currently receives local funding, no consortia formation is anticipated under Title I, Section 132.

Consortia funded through Tech Prep will submit their proposed levels of performance to the State. The secondary and postsecondary Tech Prep coordinators will together negotiate with each consortium to reach agreement. Where possible and applicable, State level data will be provided to aid in the process. Other factors that will assist in determining a fair and equitable level of performance may include length of continuous funding to the consortium and previous performance.

10. **Describe how the effectiveness of Career and Technical Education programs will be evaluated annually, and describe, to the extent practicable, how those programs with other Federal programs to ensure non-duplication. [Sec. 122(c)(8)]**

Secondary

Career and Technical Education programs will be evaluated annually based on whether they reach the adjusted levels of performance. State results will be disaggregated by subgroup, course and program area. Data will be reviewed at the state level and improvement plans established that focus on opportunities for improvement revealed by state results.

Data will also be disaggregated to the local level and disaggregated by subgroup, school, course and program area. Data will be reviewed at the state level and improvement plans established that focus on opportunities for improvement at the local level.

Data will be shared through the North Carolina Department of Public Instruction coordinators of federal programs to ensure others have access to the information provided and to ensure non-duplication of programs or collection of data.

Postsecondary

Annually, the State will review the performance levels of the colleges receiving Perkins funding. Specifically, State Career and Technical Education staff will examine data related to levels of performance by gender, ethnicity, and special population. Individually, the colleges are required to review their own programs annually to ensure

relevance of programs in providing training for high tech, high wage, or high demand jobs both in their community and globally.

In regard to coordination with other Federal programs, the State and eligible recipients will work to identify how programs are coordinated to ensure the elimination of duplicated effort. If duplication is found, the State will work with the colleges to determine the best means of coordination.

The colleges work closely in partnership with the One-Stop Centers and Workforce Development Boards. Many of these One-Stop Centers are located on community college campuses. This relationship often involves activities from several combined initiatives including the Workforce Investment Act, State sponsored activities, and local community activities. The colleges are audited to ensure that Perkins funding is only used for Perkins required and permissible activities.

B. Other Department Requirements

- 1. Except as noted above with respect the States submitting one-year transition plans, you must provide all the information requested on the forms provided in Part C of this guide to report accountability data annually to the Secretary under section 113(c)(1)-(2).**

Secondary and Postsecondary

See Part C: Accountability Forms

- 2. Identify the program areas for which the State has technical skill assessments, the estimated percentage of students who will be reported in the State's calculation of CTE concentrators who took assessments, and the State's plan for increasing the coverage of programs and students reported in this indicator in future program years.**

Secondary

Technical Skills Assessments are offered in all eight program areas in North Carolina: Agriculture, Business and Information Technology, Career Development, Family and Consumer Sciences, Health Occupations, Marketing, Technology, and Trade & Industrial.

Based on previous experience, during our baseline year (2007-2008), NC estimates reporting technical attainment status for about 60

percent of the more than 500,000 students enrolled in Career and Technical Education courses. Technical skill assessments have not been available for certain courses, primarily in Information Technology fields, in which students work toward industry-recognized credentials. In addition, assessments are not available for selected high-level courses that generally count as students' fourth technical credit. In addition, courses are not included in accountability results for a one-year period following revision of the curriculum to provide an opportunity for validation and reliability testing.

Increasing the number of students for whom Technical Attainment results are available will focus on two areas: increasing the number of assessments and increasing the percentage of students who take the assessments:

- Phase in a process during 2007-2008 and 2008-2009 that uses data on student achievement of industry-recognized certifications in addition to or in lieu of postassessment scores. This process will include a way to identify potential certifications, validate their appropriateness for use, determine how they can be paid for, and set up a mechanism for obtaining and using scores.
- Align high-level courses to certifications or develop other valid and reliable measures for technical attainment in these courses. This process is to be initiated as the curriculum for each course is revised.
- Develop a process for embedding field testing within regular testing so that test results will not need to be withheld for a year following implementation of a new curriculum. This process is to be initiated with the curriculum released in Summer 2008 for the 2008-2009 year.
- Develop a system of alternate assessment for certain students with Individual Education Plan and collect the results.
- Establish a standard for the percentage of students for whom scores are reported and provide a penalty for eligible recipients who fail to meet this standard.

Postsecondary

The NCCCS receives data on the following programs: Aviation Maintenance, Basic Law Enforcement Training, Cosmetic Arts, Dental Hygiene, Emergency Medical Technician, Nursing, Opticianry, Physical Therapy Assistant, Radiologic Technology, Real Estate, and Veterinary Medical Technology.

Data are collected by the Planning, Accountability, Research and Evaluation Section of the NCCCS from the agencies issuing the license or certification. Examination data are reported only for those

licensure/certification exams for which data are available from the licensure/certification agencies; data are not collected from the colleges on this measure. The data for most examinations are reported on an academic year; however, the data on nursing, emergency medical technician and physical therapy assistant are reported on the calendar year.

Passing rates, if not provided, are calculated by dividing the number of persons who successfully pass an examination the first time they take the exam by the number of persons who sit for the exam for the first time. An aggregate institutional passing rate is calculated by dividing the total number of first-time test takers for all reported examinations by the total number of persons who sit for the exam for the first time. For privacy and statistical validity, no examination data are reported when the number of first-time test takers is fewer than 10 persons.

For 2005-2006 a total of 9,210 students were tested and reported. This represents only 14% of career and technical education concentrators and 8% of the total career and technical enrollees. There are other licensing and certification exams that career and technical education students take; however, the accrediting agency does not release the data.

To increase the coverage of programs and students reported in future years, the State will work with OVAE, state level data experts, and colleges to identify other examinations taken that may be reported.

V. TECH PREP PROGRAMS

A. Statutory Requirements

- 1. Describe the competitive basis or formula you will use to award grants to tech-prep consortia. [Sec. 203(a)(1)]**

Secondary and Postsecondary

Tech Prep funds in North Carolina are awarded to consortia competitively through two separate requests for proposal – College Tech Prep Enhancement and College Tech Prep Innovation. Consortia must be comprised of a local education agency (ies) and community college (s). All local education agencies and community colleges receive the guidelines. Teams of college tech prep practitioners from across the state review and score each proposal. Department of Public Instruction and the North Carolina Community College System office staff then ranks proposal scores from high to low, reviews budgets and distributes available dollars based on a \$43,000 base allotment plus \$7,000 for each consortium high school. Consortium funding is distributed two thirds to the secondary partner and one third to the community college.

- 2 - 5** Items are not required in the one-year transition plan.

B. Other Department Requirements

- 1. Submit a copy of the local application form(s) used to award tech prep funds to consortia and a copy of the technical review criteria used to select winning consortia, if funds are awarded competitively.**

The College Tech Prep Enhancement Grant Request for Proposal and Tech Prep Innovation Grant Request for Proposal are in Appendix F and G, respectively.

VI. FINANCIAL REQUIREMENTS

A. Statutory Requirements

1. **Describe how funds received through the allotment made under section 111 of the Act, including any funds to consolidate under section 202(2) of the Act, will be allocated between career and technical education at the secondary level and career and technical education at the postsecondary. including the rationale for such allocation. [Sec. 122(c)(6)(A); Sec. 202(c)]**

The State will allocate funds in accordance with North Carolina General Statute §115C-158 and through agreements between the North Carolina Department of Public Instruction and the North Carolina Community College System. The funds are split with two-thirds for the secondary program and one-third for the postsecondary program.

North Carolina will continue to use Tech Prep resources with consortia applications with 2007-2008 being the second year of a two-year award process. During 2007-2008 the State will assess the continuation of the grant process or the consolidation of all or a portion of the funds.

2. **Provide the specific dollar allocations made available by the eligible agency for career and technical education programs under section 131(a)-(e) of the Act and how these allocations are distributed to local educational agencies, area Career and Technical Education schools, and educational service agencies within the State. [Section 131(g)]**

Secondary

Refer to the Perkins IV Budget Table for the specific dollar allocations made available under section 131(a)-(e) of the Act.

The State Board of Education allocates these resources on a formula based on the following:

- Thirty percent – thirty percent allocated to local education agencies in proportion to the number of individuals aged five through seventeen inclusive, who reside in the school district served by such local educational agency for the preceding fiscal year compared to the total number of such individuals who reside in the school districts served by all local educational agencies in the State for such preceding fiscal year as determined by the Bureau of the Census for the purpose of

determining eligibility under Title I of the Elementary and Secondary Education Act of 1965 (Section 131 (a)).

- Seventy percent – seventy percent shall be allocated to such local education agencies in proportion to the number of individuals aged five through seventeen, inclusive who reside in the school district served by such local educational agency and are from families below the poverty level for the preceding fiscal year, as determined on the basis of the most recent satisfactory data used under section 1124 (c)(1)(A) of the Elementary and Secondary Education Act of 1965, compared to the total number of such individuals who reside in the school districts served by all the local educational agencies in the State for such preceding fiscal year. Section 131(a)

Postsecondary

The State Board of Community Colleges will allocate funds made available under section 112 (a)(c) to community colleges through a formula process based on the number of individuals enrolled in Career and Technical Education programs who are Federal Pell Grant recipients or are recipients of assistance from the Bureau of Indian Affairs. Any college not meeting the \$50,000 minimum is dropped and the amounts are redistributed to the remaining eligible colleges.

The State may waive the minimum allotment for those colleges located in rural, sparsely populated areas and/or in geographical area such that entering into a consortium with another college is not feasible.

3. **Describe how your agency will allocate any of those funds among any consortia that will be formed among secondary schools and eligible institutions, and how funds will be allocated among the members of the consortia, including the rationale for such allocation. [Sec. 122(c)(6)(B); Sec. 202(c)]**

Secondary

Under section 131 (a) Local Education Agencies, earning less than \$15,000 based on the formula described in number two listed above, may enter a consortium with other Local Education Agencies or be granted a waiver by the State Board of Education from the minimum grant requirement. Once a waiver has been approved, it will remain in effect throughout the duration covered by the state plan. Currently, there are not any consortia formed as described above.

Postsecondary

Not Applicable to Postsecondary

4. **Adjust the data used to make the allocations to reflect any change in school district boundaries that may have occurred since the population and/or enrollment data was collected, and include local educational agencies without geographical boundaries, such as charter schools and secondary schools funded by the Bureau of Indian Affairs. [Sec. 131(a)(3)]**

Secondary

Waivers may be granted for more equitable distribution of funds for:
1) A Local Education Agency located in a rural, sparsely populated area and operating Career and Technical Education programs in grades 7-13; or 2) A public charter school operating Career and Technical Education programs in grades secondary. To qualify for a waiver, the Local Educational Agency must complete an application by the application deadline and demonstrate it is unable to enter into a consortium for purposes of providing activities under this provision. The allocation for Local Education Agencies and charter schools will be adjusted according to formula in VI A. 3 (above).

Redistribution of amounts that are not allocated by reason [Section 131 (c)(1)-(2)] shall be redistributed to Local Educational Agencies based on the formula in VI A. 3. [Section 131 (a)(3)]

Postsecondary

Not applicable to postsecondary

5. **Provide a description of any proposed alternative allocation formula(s) requiring approval by the Secretary as described in section 131(b) or 132(b) of the Act. At a minimum, provide an allocation run for eligible recipients using the required elements outlined in section 131(a) and/or section 132(a)(2) of the Act, together with an allocation run using the proposed alternative formula(s). Also include a demonstration that the alternative secondary formula more effectively targets funds on the basis of poverty, as described in section 131(b)(1) of the Act; and/or, in the case of an alternative postsecondary formula, a demonstration that the formula described in section 132(a)(2) of the Act does not result in a distribution of funds to eligible recipients that have the highest numbers of economically disadvantaged individuals and that an alternative formula would result in such a distribution.**

Secondary

No alternative allocation formula provided at this time.

Postsecondary

Not applicable to postsecondary

B. Other Department Requirements

1. **Submit a detailed project budget, using the forms provided in Part B of this guide.**

Refer to Budget Forms Part B

2. **Provide a listing of allocations made to consortia (secondary and postsecondary) from funds available under sections 112(a) and (c) of the Act.**

Secondary

No allocations to secondary consortia made at this time.

Postsecondary

Not applicable to postsecondary

3. **Describe the secondary and postsecondary formulas used to allocate funds available under section 112(a) of the Act, as required by section 131(a) and 132(a) of the Act.**

Secondary

Not less than 85 percent will be used for local educational agencies under section 131 with no funds being held for reserve funds. Not more than 10 percent will be used to carry out State Leadership activities. Within that 10 percent, not more than \$50,000 will be used for the State juvenile justice correctional institutions and not less than \$60,000 or more than \$150,000 will be available for services that prepare individuals for non-traditional fields. Not more than 5 percent will be used for the administration of the State Plan.

Postsecondary

The State Board of Community Colleges will allocate funds made available under section 112 (a) as required by section 132 (a) to community colleges through a formula process based on the number of individuals enrolled in Career and Technical Education programs who are Federal Pell Grant recipients or are recipients of assistance from the Bureau of Indian Affairs. Any college not meeting the \$50,000 minimum is dropped and the amounts are redistributed to the remaining eligible colleges.

However, upon receipt of a written request, the State may waive the minimum allotment for those colleges located in rural, sparsely

populated areas and/or in geographical area such that entering into a consortium with another college is not feasible.

4. Describe the competitive basis or formula to be used to award reserve funds under section 112(c) of the Act.

North Carolina will not award reserve funds during the Transition Plan 2007-2008.

5. Describe the procedures used to rank and determine eligible recipients seeking funding under section 112(c) of the Act.

North Carolina will not award reserve funds during the transition plan 2007-2008.

6. Include a description of the procedures used to determine eligible recipients in rural and sparsely populated areas under section 131(c)(2) or 132(a)(4) of the Act.

Secondary

Local Education Agencies receiving less than \$15,000 based on the formula described in VI Financial Requirements, Sec. A.(2) of this report may form consortia. A Local Education Agency may not be a member of more than one consortium, as referenced in sections 131 and 132 of the act.

Postsecondary

The State may grant waivers to colleges not meeting the \$50,000 minimum provided that the college:

- Makes a formal written request;
- Shows sufficient documentation of rural and sparsely populated service area;
- Is determined, by North Carolina Community College System career and technical staff, to be eligible for waiver; and provides necessary assurances.

VII. EDGAR CERTIFICATIONS AND OTHER ASSURANCES

A. EDGAR Certifications

- 1. You must provide a written and signed EDGAR certification.**
Refer to Appendix H.

B. Other Assurances

- 1. Submit a copy of the State plan into the State Intergovernmental Review Process. [Executive Order 12372; 34 CFR 79]**

In North Carolina, there is no Intergovernmental Review Process.

- 2. Provide a complete and signed ED Form 80-0013 for certifications regarding lobbying; debarment and suspension, and other matters; and drug-free workplace requirements.**

See Appendix I.

- 3. Provide a complete and signed Assurance for Non-Construction Programs Form.**

See Appendix J.

- 4. Provide a signed assurance to comply with the requirements of the Act and the provisions of the State plan, including the provision of a financial audit of funds received under the Act which may be included as part of an audit of other Federal or State programs. [Sec. 122(c)(11)]**

See Appendix K.

- 5. Provide a signed assurance that none of the funds expended under the Act will be used to acquire equipment (including computer software) in any instance in which such acquisition results in a direct financial benefit to any organization representing the interests of the acquiring entity or the employees of the acquiring entity, or any affiliate of such an organization. [Sec. 122(c)(12)]**

See Appendix K.

- 6. Provide a signed assurance that your State will waive the minimum allocation as required in section 131(c)(1) in any case**

in which the local educational agency is located in a rural, sparsely populated area or is a public charter school operating secondary school Career and Technical Education programs and demonstrates that it is unable to enter into a consortium for purposes of providing services under the Act. [Section 131(c)(2)]

See Appendix K.

- 7. Provide a signed assurance that your State will provide, from non-Federal sources for the costs the eligible agency incurs for the administration of programs under this Act, an amount that is not less than the amount provided by the eligible agency from non-Federal sources for such costs for the preceding fiscal year. [Sec. 323(a)]**

See Appendix K.

- 8. Provide a signed assurance that your State and eligible recipients that use funds under this Act for in-service and pre-service Career and Technical Education professional development programs for Career and Technical Education teachers, administrators, and other personnel shall, to the extent practicable, upon written request, permit the participation in such programs of Career and Technical Education secondary school teachers, administrators, and other personnel in nonprofit private schools offering career and technical secondary education programs located in the geographical area served by such eligible agency or eligible recipient. [Sec. 317(a)]**

See Appendix K.

- 9. Provide a signed assurance that, except as prohibited by State or local law, that an eligible recipient may, upon written request, use funds made available under this Act to provide for the meaningful participation, in Career and Technical Education programs and activities receiving funds under this Act, of secondary school students attending nonprofit private schools who reside in the geographical area served by the eligible recipient. [Sec. 317(b)(1)]**

See Appendix K.

- 10. Provide a signed assurance that eligible recipients that receive an allotment under this Act will consult, upon written request, in a timely and meaningful manner with representatives of nonprofit private schools in the geographical area served by the eligible recipient regarding the meaningful participation, in Career and Technical Education programs and activities receiving funding under this Act, of secondary school students attending nonprofit private schools. [Sec. 317(b)(2)]**

See Appendix K.

PART B BUDGET FORMS

PERKINS IV BUDGET TABLE - PROGRAM YEAR 1
(For Federal Funds to Become Available Beginning on July 1, 2007)

TITLE I: CAREER AND TECHNICAL EDUCATION ASSISTANCE TO STATES

A. Total Title I Allocation to the State	<u>\$35,217,062</u>
B. Amount of Title II Tech Prep Funds to Be Consolidated with Title I Funds	\$ _____
C. Total Amount of Combined Title I and Title II Funds to be distributed under section 112 (<i>Line A + Line B</i>)	<u>\$35,217,062</u>
D. Local Formula Distribution (<i>Line C x 85%</i>)	<u>\$29,934,503</u>
1. Reserve (<i>not more than 10% of Line D</i>)	\$ _____
a. Secondary Programs (____% of <i>Line D</i>)	\$ _____
b. Postsecondary Programs (____% of <i>Line D</i>)	\$ _____
2. Available for formula allocations (<i>Line D minus Line D.1</i>)	<u>\$29,934,503</u>
a. Secondary Programs (66.7%(2/3) of <i>Line D</i>)	<u>\$19,956,335</u>
b. Postsecondary Programs (33.3%(1/3) of <i>Line D</i>)	<u>\$9,978,168</u>
E. Leadership (10% of Line C)	<u>\$3,521,706</u>
a. Nontraditional Training and Employment (\$60,000)	
b. Corrections or Institutions (\$50,000)	
F. State Administration (5% of Line C)	<u>\$1,760,853</u>
G. State Match (<i>from non-federal funds</i>)	<u>\$1,800,000</u>

PERKINS IV BUDGET TABLE - PROGRAM YEAR 1
(For Federal Funds to Become Available Beginning on July 1, 2007)

TITLE II: TECH PREP PROGRAMS

A. Total Title II Allocation to the State	<u>\$2,995,591</u>
B. Amount of Title II Tech Prep Funds to Be Consolidated with Title I Funds	\$ _____
C. Amount of Title II Funds to Be Made Available For Tech-Prep (<i>Line A less Line B</i>)	<u>\$2,995,591</u>
D. Tech-Prep Funds Earmarked for Consortia	<u>\$2,725,988</u>
Percent for Consortia (91%)	
b. Number of Consortia (37)	
c. Method of Distribution (<i>check one</i>):	
_____ Formula	
<u> X </u> Competitive	
E. Tech-Prep Administration	\$ <u>269,603</u>
a. Percent for Administration (9%)	

PART C

ACCOUNTABILITY FORMS

I. Definitions of Student Populations

A. Secondary Level

<u>Participants</u>
Secondary student who earns one or more credits in Career and Technical Education.
Concentrators –
Secondary student who earns four or more credits in a single pathway, one of which is in a second level Career and Technical Education course (course with required prerequisite). North Carolina will meet or exceed Office of Vocational and Adult Education definitions.

B. Postsecondary/Adult Level

<u>Participants</u>
A student who earns one or more credits in Career and Technical Education.
Concentrators
A student who completes a minimum of 12 academic and technical credits in a program of study that terminates in the award of a degree, certificate, credential, or diploma.

II. FINAL AGREED UPON PERFORMANCE LEVELS FORM (FAUPL)

A. SECONDARY LEVEL

Column 1	Column 2	Column 3	Column 4	Column 5	Column 6
Indicator & Citation	Measurement Definition	Measurement Approach	Baseline (Indicate Year)	Year One 7/1/07-6/30/08	Year Two 7/1/08-6/30/09
1S1 Academic Attainment – Reading/Language Arts 113(b)(2)(A)(i)	<p>Numerator: Number of CTE concentrators who have met the proficient or advanced level on the Statewide high school reading/language arts assessment administered by the State under Section 1111(b)(3) of the ESEA as amended by the No Child Left Behind Act based on the scores that were included in the State's computation of adequate yearly progress (AYP) and who, in the reporting year, left secondary education.</p> <p>Denominator: Number of CTE concentrators who took the ESEA assessments in reading/language arts whose scores were included in the State's computation of AYP and who, in the reporting year, left secondary education.</p>	State and Local Administrative Records	B: TBD (2006-7)	L: TBD A:	L: TBD A:

Column 1	Column 2	Column 3	Column 4	Column 5	Column 6
Indicator & Citation	Measurement Definition	Measurement Approach	Baseline (Indicate Year)	Year One 7/1/07- 6/30/08	Year Two 7/1/08- 6/30/09
1S2 Academic Attainment - Mathematics 113(b)(2)(A)(i)	<p>Numerator: Number of CTE concentrators who have met the proficient or advanced level on the Statewide high school mathematics assessment administered by the State under Section 1111(b)(3) of the ESEA as amended by the No Child Left Behind Act based on the scores that were included in the State's computation of adequate yearly progress (AYP) and who, in the reporting year, left secondary education.</p> <p>Denominator: Number of concentrators who took the ESEA assessments in mathematics whose scores were included in the State's computation of AYP and who, in the reporting year, left secondary education.</p>	State and Local Administrative Records	B: TBD (2006-2007)	L: A:	L: A:

Column 1	Column 2	Column 3	Column 4	Column 5	Column 6
Indicator & Citation	Measurement Definition	Measurement Approach	Baseline (Indicate Year)	Year One 7/1/07- 6/30/08	Year Two 7/1/08- 6/30/09
2S1 Technical Skill Attainment 113(b)(2)(A)(ii)	<p><u>PROPOSED</u></p> <p>Numerator: Number of concentrators leaving secondary education in the reporting year who earned selected industry certifications or who achieved proficiency on CTE postassessments using scaled scores in at least 75 percent of the CTE courses taken for which industry certifications or postassessments are available</p> <p>Denominator: Number of concentrators leaving secondary education in the reporting year</p>	Statewide end of course postassessment and industry certification testing	B: TBD (2007-2008)	<p>L:</p> <p>A:</p>	<p>L:</p> <p>A:</p>

Column 1	Column 2	Column 3	Column 4	Column 5	Column 6
Indicator & Citation	Measurement Definition	Measurement Approach	Baseline (Indicate Year)	Year One 7/1/07- 6/30/08	Year Two 7/1/08- 6/30/09
3S1 Secondary School Completion 113(b)(2)(A)(iii)(I-III)	<p><u>PROPOSED</u></p> <p>Numerator: Number of senior concentrators who earned a high school diploma or GED in the reporting year.</p> <p>Denominator: Number of senior concentrators who left secondary education in the reporting year</p>	State and Local Administrative Records	B: TBD (2007-2008)	<p>L:</p> <p>A:</p>	<p>L:</p> <p>A:</p>
4S1 Student Graduation Rates 113(b)(2)(A)(iv)	<p>Numerator: Number of CTE concentrators who, in the reporting year, were included as graduated in the state's computation of its graduation rate as described in Section 1111(b)(2)(C)(vi) of the ESA.</p> <p>Denominator: Number of CTE concentrators who, in the reporting year, were included in the State's computation of its graduation rate as defined in the State's Consolidated Accountability Plan pursuant to Section 111(b)(2)(C)(vi) of the ESEA.</p>	State and Local Administrative Records	B: TBD (2006-2007)	<p>L: <i>Will be pre-populated at the request of the State</i></p> <p>A:</p>	<p>L: <i>Will be pre-populated at the request of the State</i></p> <p>A:</p>

Column 1	Column 2	Column 3	Column 4	Column 5	Column 6
Indicator & Citation	Measurement Definition	Measurement Approach	Baseline (Indicate Year)	Year One 7/1/07- 6/30/08	Year Two 7/1/08- 6/30/09
5S1 Secondary Placement 113(b)(2)(A)(v)	<p>Numerator: Number of concentrators who left secondary education in the year prior to the reporting year and who are in postsecondary education or advanced training, in military service, or in employment in the third quarter following leaving secondary education</p> <p>Denominator: Number of concentrators who left secondary education in the year prior to the reporting year</p>	Concentrator followup survey	B: TBD (2007 concentrators surveyed in 2008)	L: A:	L: A:
6S1 Nontraditional Participation 113(b)(2)(A)(vi)	<p>Numerator: Number of participants who are enrolled during the year reporting in a program that leads to non-traditional fields and are of the non-traditional gender</p> <p>Denominator: Number of participants who are enrolled during the year reporting in a program that leads to non-traditional fields</p>	State and Local Administrative Records	B: TBD (2007-2008)	L: A:	L: A:

Column 1	Column 2	Column 3	Column 4	Column 5	Column 6
Indicator & Citation	Measurement Definition	Measurement Approach	Baseline (Indicate Year)	Year One 7/1/07- 6/30/08	Year Two 7/1/08- 6/30/09
6S2 Nontraditional Completion 113(b)(2)(A)(vi)	<p>Numerator: Number of concentrators in a program that leads to non-traditional fields and leaving secondary education in the year reporting</p> <p>Denominator: Number of concentrators leaving secondary education in the year reporting who earned credit in at least one course that leads to non-traditional fields</p>	State and Local Administrative Records	B: TBD (2007-2008)	<p>L:</p> <p>A:</p>	<p>L:</p> <p>A:</p>

B. POSTSECONDARY/ADULT LEVEL

Column 1	Column 2	Column 3	Column 4	Column 5	Column 6
Indicator & Citation	Measurement Definition	Measurement Approach	Baseline (Indicate Year)	Year One 7/1/07-6/30/08	Year Two 7/1/08-6/30/09
1P1 Technical Skill Attainment 113(b)(2)(B)(i)	Numerator: Number of CTE concentrators who achieve the threshold* for skill attainment Denominator: Total number of CTE concentrators		B:	L: A:	L: A:
2P1 Credential, Certificate, or Degree 113(b)(2)(B)(ii)	Numerator: Number of CTE concentrators who receive, or are eligible to receive, a certificate, degree, or diploma and exit Denominator: Total number of CTE concentrators who exit during the reporting year		B:	L: A:	L: A:
3P1 Student Retention or Transfer 113(b)(2)(B)(iii)	Numerator: Number of CTE concentrators who remain enrolled or transfer to a baccalaureate degree program Denominator: Total number of CTE concentrators		B:	L: A:	L: A:

Column 1	Column 2	Column 3	Column 4	Column 5	Column 6
Indicator & Citation	Measurement Definition	Measurement Approach	Baseline (Indicate Year)	Year One 7/1/07-6/30/08	Year Two 7/1/08-6/30/09
4P1 Student Placement 113(b)(2)(B)(iv)	<p>Numerator: Number of CTE completers (identified in 2P1 numerator) who are employed in the 2nd quarter following the fiscal year they exited</p> <p>Denominator: Total number of CTE completers (identified in 2P1 numerator)</p>		B:	L: A:	L: A:
5P1 Nontraditional Participation and Completion 113(b)(2)(B)(v)	<p>Numerator: Number of CTE concentrators from underrepresented gender groups who participated in or completed a program that prepares students for employment in a nontraditional field</p> <p>Denominator: Number of CTE concentrators who participate in or completed a program that prepares students for employment in a nontraditional field</p>		B:	L: A:	L: A:

*Threshold = GPA of 2.5 or higher.

III. Not Applicable

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Appendix A

Planning and Performance Management System

Department of Public Instruction

Statewide

**DRAFT -- This LEA's Plan Has Not Yet Been Approved by the
NC Department of Public Instruction or the LEA Board of Education.**

PART I -- THE CAREER-TECHNICAL EDUCATION FOUR-YEAR STRATEGIC PLAN TEMPLATE (F. 134 (A))

The CTE Four-Year Strategic Plan consists of five sections. Each represents strategic ways to help your key stakeholders, customers, employees, volunteers, and partners agree on what career-technical education cumulatively entails, and what the LEA needs to do to perform better during the first four years of Perkins III. With each section, identify whom you need to help make better decisions better. And then to make those decisions good.

Part I.A -- Basic Description of CTE Within the Overall Structure Affecting its Performance

This section should provide basic information on:

1. The CTE system's core programs, services, and activities.

a. Total CTE Student Enrollments Over the Last Five Years, Grades 6 - 8, 9 - 12.

<u>*Grade Level</u>	<u>2001-2002</u>	<u>2002-2003</u>	<u>2003-2004</u>	<u>2004-2005</u>	<u>2005-2006</u>
6-8	304,159	361,145	359,419	374,660	350,476
9-12	373,453	453,192	480,654	510,363	519,813
* Grade six is eligible for state funding only.					

b. Special Populations Enrollments Over the Last Five Years, Grades 9 - 12.

<u>Special Populations</u>	<u>2001-2002</u>	<u>2002-2003</u>	<u>2003-2004</u>	<u>2004-2005</u>	<u>2005-2006</u>
Nontraditional	29,511	37,043	40,267	50,136	49,368
Academically Disadvantaged	107,370	144,279	160,815	183,054	204,043
Economically Disadvantaged	81,710	125,509	145,372	171,573	206,254
Limited English Proficiency	4,993	7,073	9,092	10,481	12,195
Single Parents	0	0	0	0	0
Exceptional Children	37,937	50,172	58,424	59,009	62,801
Duplicated Count Totals	261,521	364,076	413,970	474,253	534,661

2. The major geographic and demographic service area, including for instance: economy status/trends, location/geographic factors, and/or business/industry/agriculture mix.

Select the most applicable: Primarily urban, rural or mixed.

Urban

3. Special relationships, such as partnerships with other providers, and with volunteers, customers and stakeholders, or customer and stakeholder groups:
 - a. College Tech Prep Partnerships with community college(s)? Specify:
 - d. Involvement in planning and evaluation of key customer groups (who directly use and evaluate CTE programs, services, activities, and products) and key stakeholder groups (who indirectly receive yet evaluate programs and services, and who exercise sanctions over the CTE system)? The asterisked ones are required under Perkins III.
4. CTE's size and location(s).
See Part III.A., School Profiles in this Plan for middle and high schools for this information.

Part I.B -- Customer Requirements - *Customer*: anyone who receives something of value, usually by choice, from a supplier. Customers and suppliers are both inside and outside an organization. **Stakeholder Requirements** - *Stakeholder*: anyone who has a stake in (a) how well something is done, and/or (b) how good results are. Stakeholders can affect directly or indirectly rewards and punishments.

1. Key customer and stakeholder requirements for programs, services, and activities. Briefly describe all important requirements, and note significant differences in requirements among customer and/or stakeholder groups. Customers include students and clients, as appropriate.

See *Part II, Performance* for federal Perkins III performance requirements.

Part I.C -- Supplier Relationships - *Supplier*: anyone who provides something of value, usually by choice, to a customer. **Partnering Relationships** - *Partner*: anyone who by mutual agreement expects, furnishes to, and receives something of value from another partner. The agreement can range from an informal one through formal contracts.

1. The most important suppliers and partners which your LEA can affect, including suppliers of personnel, programs, services, activities, and goods. Consider agencies, businesses, and education institutions that affect CTE's performance.

Part I.D -- Performance Factors

1. CTE's position in the overall structure affecting its performance:

Part I.E -- Other Factors Important to CTE's Performance

1. The regulatory environment affecting CTE, such as local, state, and federal requirements; occupational health and safety; environmental, and financial factors:

See Part IV *Assurances and Certifications* and Part II *Requirements and Permissive Uses of Funds* (with each Performance Indicator) in this Plan.

2. Major new thrusts for CTE.
 - a. In your locality?

b. In the state? VoCATS in the ABCs, for instance, if and when it happens. Others?

5. Changes in strategy.

a. In CTE's place in the overall local system?

b. In alliances, partnerships, suppliers, customers, and/or stakeholders?

c. In performance requirements?

d. In getting sufficient qualified personnel?

Statewide

**DRAFT -- This LEA's Plan Has Not Yet Been Approved by the
NC Department of Public Instruction or the LEA Board of Education.**

PART II -- PERFORMANCE MANAGEMENT 2006-2007 Local Performance-Based Improvement Plan (F.123) Career-Technical Education

Performance Indicator One (PI 1) - Attainment of Academic Proficiencies. By the end of school year 2006-2007 57.8 percent of career-technical concentrators in North Carolina will score at or above the national mean on the Reading ASSET subtest.

ASSET Scores: Reading

<u>Category</u>	<u>2002-2003</u>		<u>2003-2004</u>		<u>2004-2005</u>		<u>2005-2006</u>		<u>2006-2007</u>	
	<u>B1</u>	<u>A1</u>	<u>B2</u>	<u>A2</u>	<u>B3</u>	<u>A3</u>	<u>B4</u>	<u>A4</u>	<u>B5</u>	<u>A5</u>
Overall	53.1	51.8	54.3	47.7	55.5	47.2	56.8	45.9	57.8	
Special Populations	41.8	38.5	43.3	34.4	44.8	34.0	46.4	33.9	47.7	
Nontraditional	57.8	57.8	58.9	51.7	60.0	54.7	61.2	53.4	62.1	
Academically Disadv.	38.0	30.7	39.6	27.0	41.2	27.0	42.9	26.5	44.3	
Economically Disadv.	48.6	41.5	50.0	35.4	51.3	34.0	52.7	34.3	53.9	
Limited English Prof.	31.9	29.5	33.7	22.2	35.5	16.9	37.3	15.0	38.8	
Exceptional Children	25.3	25.7	27.3	20.8	29.3	20.1	31.2	20.5	33.0	
College Tech Prep	37.0	56.6	38.7	50.5	40.3	49.7	42.0	47.6	43.5	
Program Areas	53.1	51.8	54.3	47.7	55.5	47.2	56.8	45.9	57.8	
Agriculture	47.3	45.8	48.7	44.4	50.0	44.9	51.4	45.1	52.7	
Business	56.3	55.6	57.4	52.0	58.6	50.1	59.8	47.9	60.8	
Health Occupations	61.8	60.4	62.8	56.0	63.8	56.4	64.8	56.2	65.7	
Marketing	51.0	49.1	52.3	45.8	53.6	45.7	54.9	43.3	56.0	
Family & Consumer Sciences	41.5	41.5	43.0	34.8	44.6	35.4	46.1	37.4	47.4	
Trade & Industrial Career Development	47.2	49.4	48.6	45.0	50.0	46.6	51.4	45.6	52.6	
Technology	48.1	51.8	49.5	48.1	50.9	49.5	52.2	47.3	53.5	

* Percentages are not reported for fewer than five students

Performance Indicator One (PI 1) - Attainment of Academic Proficiencies. By the end of school year 2006-2007 62.7 percent of career-technical concentrators in North Carolina will score at or above the national mean on the Writing ASSET subtest.

ASSET Scores: Writing

<u>Category</u>	<u>2002-2003</u>		<u>2003-2004</u>		<u>2004-2005</u>		<u>2005-2006</u>		<u>2006-2007</u>	
	<u>B1</u>	<u>A1</u>	<u>B2</u>	<u>A2</u>	<u>B3</u>	<u>A3</u>	<u>B4</u>	<u>A4</u>	<u>B5</u>	<u>A5</u>

Overall	58.5	53.4	59.6	51.1	60.7	50.9	61.8	49.7	62.7
Special Populations	46.3	39.9	47.7	37.3	49.2	37.3	50.6	37.7	51.8
Nontraditional	61.1	59.0	62.2	55.2	63.2	57.3	64.2	57.3	65.1
Academically Disadv.	43.3	33.1	44.8	30.6	46.3	30.7	47.8	30.7	49.1
Economically Disadv.	53.6	43.6	54.9	38.5	56.1	38.3	57.3	38.7	58.4
Limited English Prof.	31.9	28.4	33.7	23.2	35.5	21.0	37.3	17.1	38.8
Exceptional Children	23.7	18.3	25.7	18.5	27.7	18.2	29.7	18.5	31.5
College Tech Prep	43.1	58.9	44.6	54.5	46.1	53.7	47.6	51.8	48.9
Program Areas	58.5	53.4	59.6	51.1	60.7	50.9	61.8	49.7	62.7
Agriculture	50.0	44.4	51.3	43.9	52.7	45.4	54.0	45.0	55.1
Business	62.9	58.0	63.8	55.4	64.8	54.6	65.8	52.8	66.7
Health Occupations	67.8	63.9	68.6	62.9	69.5	64.0	70.3	64.0	71.0
Marketing	53.9	50.9	55.1	49.5	56.4	49.3	57.6	48.3	58.6
Family & Consumer Sciences	49.2	46.8	50.5	42.5	51.8	40.5	53.2	41.8	54.3
Trade & Industrial Career Development	51.2	49.4	52.5	46.5	53.7	47.7	55.0	46.4	56.2
Technology	45.5	52.9	46.9	50.5	48.3	49.2	49.8	49.0	51.0

* Percentages are not reported for fewer than five students

Performance Indicator One (PI 1) - Attainment of Academic Proficiencies. By the end of school year 2006-2007 57.3 percent of career-technical concentrators in North Carolina will score at or above the national mean on the Numerical Skills ASSET subtest.

ASSET Scores: Numerical Skills

Category	<u>2002-2003</u>		<u>2003-2004</u>		<u>2004-2005</u>		<u>2005-2006</u>		<u>2006-2007</u>	
	<u>B1</u>	<u>A1</u>	<u>B2</u>	<u>A2</u>	<u>B3</u>	<u>A3</u>	<u>B4</u>	<u>A4</u>	<u>B5</u>	<u>A5</u>
Overall	52.5	52.7	53.8	51.4	55.0	50.2	56.3	49.6	57.3	
Special Populations	39.1	38.3	40.7	38.3	42.3	36.7	43.9	37.9	45.3	
Nontraditional	50.4	54.8	51.7	51.4	53.0	53.1	54.3	54.7	55.5	
Academically Disadv.	32.2	29.9	34.0	31.0	35.7	29.1	37.5	29.8	39.1	
Economically Disadv.	47.7	40.7	49.0	40.0	50.4	38.1	51.8	39.2	53.0	
Limited English Prof.	55.2	48.9	56.3	41.1	57.5	32.4	58.7	31.0	59.8	
Exceptional Children	32.4	28.6	34.1	26.1	35.9	25.2	37.7	25.9	39.3	
College Tech Prep	40.2	58.1	41.7	54.8	43.3	53.1	44.9	51.9	46.3	
Program Areas	52.5	52.7	53.8	51.4	55.0	50.2	56.3	49.6	57.3	
Agriculture	52.1	49.1	53.4	50.5	54.6	50.0	55.9	51.0	57.0	
Business	57.5	54.0	58.7	53.5	59.8	52.3	60.9	51.0	61.9	
Health Occupations	53.4	54.3	54.7	53.9	55.9	55.3	57.1	55.9	58.2	
Marketing	46.7	49.0	48.1	46.8	49.5	46.8	50.9	45.4	52.1	
Family & Consumer Sciences	34.7	36.1	36.5	35.0	38.2	33.9	39.9	36.3	41.4	
Trade & Industrial Career Development	54.9	56.9	56.1	55.2	57.2	56.2	58.4	56.2	59.5	
Technology	60.4	59.1	61.4	57.0	62.5	55.5	63.5	57.1	64.4	

*** Percentages are not reported for fewer than five students**

Performance Indicator One (PI 1) - Attainment of Academic Proficiencies. By the end of school year 2006-2007 73.2 percent of career-technical concentrators in North Carolina will score at or above the national mean on the Elementary Algebra ASSET subtest.

ASSET Scores: Elementary Algebra

Category	<u>2002-2003</u>		<u>2003-2004</u>		<u>2004-2005</u>		<u>2005-2006</u>		<u>2006-2007</u>	
	<u>B1</u>	<u>A1</u>	<u>B2</u>	<u>A2</u>	<u>B3</u>	<u>A3</u>	<u>B4</u>	<u>A4</u>	<u>B5</u>	<u>A5</u>
Overall	70.2	67.6	71.0	68.0	71.7	67.8	72.5	68.4	73.2	
Special Populations	61.3	56.1	62.4	57.8	63.4	57.6	64.4	59.7	65.3	
Nontraditional	70.4	70.6	71.1	69.7	71.9	70.8	72.7	72.2	73.4	
Academically Disadv.	56.3	47.4	57.4	50.0	58.6	50.3	59.8	51.6	60.8	
Economically Disadv.	70.7	61.8	71.5	62.0	72.3	61.0	73.1	63.4	73.8	
Limited English Prof.	78.5	68.4	79.1	66.4	79.7	61.3	80.2	63.0	80.8	
Exceptional Children	46.0	36.3	47.5	42.0	48.9	41.6	50.3	42.8	51.5	
College Tech Prep	53.8	74.3	55.0	71.7	56.3	71.0	57.5	70.9	58.5	
Program Areas	70.2	67.6	71.0	68.0	71.7	67.8	72.5	68.4	73.2	
Agriculture	59.2	58.5	60.3	61.1	61.4	62.6	62.5	64.7	63.4	
Business	76.2	72.4	76.9	72.7	77.5	71.5	78.1	71.9	78.7	
Health Occupations	76.0	77.5	76.6	77.5	77.2	77.9	77.9	80.6	78.4	
Marketing	65.2	64.9	66.1	64.7	67.1	63.7	68.0	65.3	68.8	
Family & Consumer Sciences	59.2	57.9	60.3	58.7	61.4	58.7	62.5	60.8	63.4	
Trade & Industrial	64.6	64.5	65.5	65.2	66.4	66.9	67.4	66.0	68.2	
Career Development Technology	67.4	67.8	68.3	67.0	69.1	66.8	70.0	69.0	70.8	

*** Percentages are not reported for fewer than five students**

Performance Indicator One (PI 1) - Attainment of Academic Proficiencies. By school year 2006-2007, 62.8 percent of career-technical education concentrators in North Carolina will score at or above the national mean on each of the four ASSET tests: reading, writing, numerical skills, and elementary algebra. 2006-2007 is the additional, extended year by Congress of the federal Carl Perkins Vocational and Technical Education Act of 1998.

ASSET Scores: Combined Scores

Category	<u>2002-2003</u>		<u>2003-2004</u>		<u>2004-2005</u>		<u>2005-2006</u>		<u>2006-2007</u>	
	<u>B1</u>	<u>A1</u>	<u>B2</u>	<u>A2</u>	<u>B3</u>	<u>A3</u>	<u>B4</u>	<u>A4</u>	<u>B5</u>	<u>A5</u>
Overall	58.6	56.4	59.7	54.4	60.8	54.3	61.9	53.9	62.8	
Special Populations	47.1	43.2	48.5	42.0	49.9	41.4	51.3	42.3	52.5	
Nontraditional	59.9	60.5	61.0	57.0	62.0	59.0	63.1	59.4	64.0	
Academically Disadv.	42.4	35.3	43.9	34.1	45.5	34.1	47.0	34.6	48.3	
Economically Disadv.	55.2	46.9	56.3	43.6	57.5	42.9	58.7	43.8	59.8	
Limited English Prof.	49.4	43.8	50.7	37.8	52.0	32.1	53.4	31.0	54.5	

Exceptional Children	31.9	27.2	33.7	25.5	35.5	25.6	37.3	26.3	38.8
College Tech Prep	43.6	62.0	45.1	57.8	46.5	57.3	48.0	56.1	49.3
Program Areas	58.6	56.4	59.7	54.4	60.8	54.3	61.9	53.9	62.8
Agriculture	52.1	49.4	53.4	50.0	54.6	50.7	55.9	51.5	57.0
Business	63.2	60.0	64.2	58.4	65.2	57.1	66.1	55.9	67.0
Health Occupations	64.8	64.0	65.7	62.6	66.6	63.4	67.5	64.2	68.3
Marketing	54.2	53.5	55.4	51.7	56.6	51.4	57.8	50.6	58.9
Family & Consumer Sciences	46.1	45.6	47.6	42.8	49.0	42.1	50.4	44.1	51.6
Trade & Industrial Career Development	54.4	55.1	55.6	53.0	56.8	54.3	58.0	53.5	59.1
Technology	55.4	57.9	56.5	55.6	57.7	55.3	58.9	55.6	59.9

*** Percentages are not reported for fewer than five students**

Part II. - Performance Indicator# 1. Academic Attainment
Performance Standards Strategies

OVERALL SYSTEM STRATEGY

Strategies/Activities for Attaining Benchmark:

Adequate Yearly Progress to Reach Benchmark:

SPECIAL POPULATIONS

Strategies/Activities for Attaining Benchmark:

Adequate Yearly Progress to Reach Benchmark:

Nontraditional

Strategies/Activities for Attaining Benchmark:

Adequate Yearly Progress to Reach Benchmark:

Academically Disadvantaged

Strategies/Activities for Attaining Benchmark:

Adequate Yearly Progress to Reach Benchmark:

Economically Disadvantaged

Strategies/Activities for Attaining Benchmark:

Adequate Yearly Progress to Reach Benchmark:

Limited English Proficiency

Strategies/Activities for Attaining Benchmark:

Adequate Yearly Progress to Reach Benchmark:

Exceptional Children

Strategies/Activities for Attaining Benchmark:

Adequate Yearly Progress to Reach Benchmark:

COLLEGE TECH PREP

Strategies/Activities for Attaining Benchmark:

Adequate Yearly Progress to Reach Benchmark:

PROGRAM AREAS_____

Agriculture

Strategies/Activities for Attaining Benchmark:

Adequate Yearly Progress to Reach Benchmark:

Business

Adequate Yearly Progress to Reach Benchmark:

Strategies/Activities for Attaining Benchmark:

Health Occupations

Adequate Yearly Progress to Reach Benchmark:

Strategies/Activities for Attaining Benchmark:

Marketing

Adequate Yearly Progress to Reach Benchmark:

Strategies/Activities for Attaining Benchmark:

Family & Consumer Sciences

Adequate Yearly Progress to Reach Benchmark:

Strategies/Activities for Attaining Benchmark:

Trade & Industrial

Adequate Yearly Progress to Reach Benchmark:

Strategies/Activities for Attaining Benchmark:

Career Development

Adequate Yearly Progress to Reach Benchmark:

Strategies/Activities for Attaining Benchmark:

Technology

Adequate Yearly Progress to Reach Benchmark:

Strategies/Activities for Attaining Benchmark:

Statewide

**DRAFT -- This LEA's Plan Has Not Yet Been Approved by the
NC Department of Public Instruction or the LEA Board of Education.**

PART II -- PERFORMANCE MANAGEMENT 2006-2007 Local Performance-Based Improvement Plan (F.123) Career-Technical Education

Performance Indicator Two (PI 2) - Attainment of Career-technical Skill Proficiencies. By 2006-2007, 61.4 percent of career-technical education enrollees in North Carolina will score at Level III or above on end-of-course Career-Technical Education (CTE) tests. 2006-2007 is the additional, extended year by Congress of the federal Carl Perkins Vocational and Technical Education Act of 1998.

Category	<u>2002-2003</u>		<u>2003-2004</u>		<u>2004-2005</u>		<u>2005-2006</u>		<u>2006-2007</u>	
	<u>B1</u>	<u>A1</u>	<u>B2</u>	<u>A2</u>	<u>B3</u>	<u>A3</u>	<u>B4</u>	<u>A4</u>	<u>B5</u>	<u>A5</u>
Overall	57.1	61.0	58.2	65.0	59.3	65.5	60.5	63.9	61.4	
Special Populations	44.7	45.9	46.2	54.5	47.6	55.9	49.1	53.3	50.4	
Nontraditional	56.8	64.7	57.9	61.0	59.0	69.1	60.2	54.6	61.2	
Academically Disadv.	39.2	40.4	40.8	45.1	42.4	45.6	44.0	45.6	45.4	
Economically Disadv.	54.2	49.6	55.4	54.6	56.6	53.4	57.8	53.5	58.9	
Limited English Prof.	39.5	37.6	41.1	36.2	42.7	34.1	44.3	33.5	45.7	
Exceptional Children	30.2	34.4	32.0	38.0	33.8	38.2	35.7	38.8	37.3	
College Tech Prep	49.1	52.8	50.4	59.8	51.8	60.9	53.1	59.4	54.2	
Program Areas	57.1	61.0	58.2	65.0	59.3	65.5	60.5	63.9	61.4	
Agriculture	37.1	60.0	38.8	59.3	40.4	68.3	42.1	71.8	43.6	
Business	67.0	71.2	67.9	70.6	68.8	69.1	69.6	61.0	70.4	
Health Occupations	53.0	55.3	54.2	69.9	55.4	74.9	56.7	75.3	57.7	
Marketing	47.2	56.2	48.6	55.2	50.0	56.7	51.4	56.2	52.6	
Family & Consumer Sciences	63.7	55.6	64.7	71.5	65.6	67.0	66.6	71.0	67.5	
Trade & Industrial	45.3	48.8	46.7	48.3	48.2	59.0	49.6	56.2	50.8	
Career Development	44.3	52.5	45.8	56.2	47.3	60.0	48.7	64.2	50.0	
Technology	44.0	45.9	45.5	48.0	47.0	50.6	48.5	48.4	49.8	

* Percentages are not reported for fewer than five students

Part II. - Performance Indicator# 2. Technical Attainment **Performance Standards Strategies**

OVERALL SYSTEM STRATEGY
Strategies/Activities for Attaining Benchmark:

Adequate Yearly Progress to Reach Benchmark:

SPECIAL POPULATIONS
Strategies/Activities for Attaining Benchmark:

Adequate Yearly Progress to Reach Benchmark:

Nontraditional

Adequate Yearly Progress to Reach Benchmark: 6.6

Strategies/Activities for Attaining Benchmark:

Academically Disadvantaged

Strategies/Activities for Attaining Benchmark:

Adequate Yearly Progress to Reach Benchmark:

Economically Disadvantaged

Strategies/Activities for Attaining Benchmark:

Adequate Yearly Progress to Reach Benchmark:

Adequate Yearly Progress to Reach Benchmark:

Limited English Proficiency

Strategies/Activities for Attaining Benchmark:

Exceptional Children

Strategies/Activities for Attaining Benchmark:

Adequate Yearly Progress to Reach Benchmark:

COLLEGE TECH PREP

Strategies/Activities for Attaining Benchmark:

Adequate Yearly Progress to Reach Benchmark:

PROGRAM AREAS

Agriculture

Strategies/Activities for Attaining Benchmark:

Adequate Yearly Progress to Reach Benchmark:

Adequate Yearly Progress to Reach Benchmark:

Business

Strategies/Activities for Attaining Benchmark:

Health Occupations

Strategies/Activities for Attaining Benchmark:

Adequate Yearly Progress to Reach Benchmark:

Marketing

Strategies/Activities for Attaining Benchmark:

Adequate Yearly Progress to Reach Benchmark:

Family & Consumer Sciences

Strategies/Activities for Attaining Benchmark:

Adequate Yearly Progress to Reach Benchmark:

Trade & Industrial

Strategies/Activities for Attaining Benchmark:

Adequate Yearly Progress to Reach Benchmark:

Career Development

Strategies/Activities for Attaining Benchmark:

Adequate Yearly Progress to Reach Benchmark:

Technology

Strategies/Activities for Attaining Benchmark:

Adequate Yearly Progress to Reach Benchmark: 1.4

Statewide

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PART II -- PERFORMANCE MANAGEMENT 2006-2007 Local Performance-Based Improvement Plan (F.123) Career-Technical Education

Performance Indicator Three (PI 3) - Attainment of Credentials. By 2006-2007, 78.6 percent of graduating career-technical education concentrators in North Carolina will have completed a College Tech Prep or a combined College Tech Prep/College Prep course of study. 2006-2007 is the additional, extended year by Congress of the federal Carl Perkins Vocational and Technical Education Act of 1998.

Category	<u>2002-2003</u>		<u>2003-2004</u>		<u>2004-2005</u>		<u>2005-2006</u>		<u>2006-2007</u>	
	<u>B1</u>	<u>A1</u>	<u>B2</u>	<u>A2</u>	<u>B3</u>	<u>A3</u>	<u>B4</u>	<u>A4</u>	<u>B5</u>	<u>A5</u>
Overall	76.2	82.3	76.8	88.2	77.4	88.2	78.0	89.8	78.6	
Special Populations	64.3	73.2	65.2	82.4	66.2	82.9	67.1	85.6	67.9	
Nontraditional	77.8	84.0	78.4	89.6	78.9	90.3	79.5	90.0	80.1	
Academically Disadv.	56.3	66.4	57.4	78.1	58.6	78.6	59.8	81.7	60.8	
Economically Disadv.	83.0	77.8	83.4	84.6	83.9	85.1	84.3	87.2	84.7	
Limited English Prof.	77.1	74.5	77.7	81.1	78.3	76.4	78.9	81.2	79.4	
Exceptional Children	42.6	54.6	44.1	67.9	45.6	68.7	47.2	72.8	48.5	
College Tech Prep	63.5	n/a	64.5	n/a	65.4	n/a	66.4	n/a	67.3	
Program Areas	76.2	82.3	76.8	88.2	77.4	88.2	78.0	89.8	78.6	
Agriculture	70.3	74.5	71.0	82.3	71.8	83.8	72.6	87.3	73.3	
Business	88.3	87.8	88.6	91.1	88.9	89.6	89.2	91.2	89.5	
Health Occupations	89.4	92.0	89.6	95.5	89.9	96.5	90.2	96.3	90.5	
Marketing	71.8	78.2	72.5	86.9	73.3	87.9	74.0	88.2	74.6	
Family & Consumer Sciences	68.2	78.2	69.0	85.8	69.8	84.1	70.7	87.4	71.4	
Trade & Industrial	69.4	76.2	70.2	84.4	71.0	85.7	71.8	87.4	72.5	
Career Development										
Technology	80.0	85.9	80.5	88.6	81.0	84.0	81.5	88.9	82.0	

* Percentages are not reported for fewer than five students

Part II. - Performance Indicator# 3. Credential Attainment **Performance Standards Strategies**

OVERALL SYSTEM STRATEGY
Strategies/Activities for Attaining Benchmark:

Adequate Yearly Progress to Reach Benchmark:

SPECIAL POPULATIONS
Strategies/Activities for Attaining Benchmark:

Adequate Yearly Progress to Reach Benchmark:

Nontraditional

Adequate Yearly Progress to Reach Benchmark:

Strategies/Activities for Attaining Benchmark:

Academically Disadvantaged

Adequate Yearly Progress to Reach Benchmark:

Strategies/Activities for Attaining Benchmark:

Economically Disadvantaged

Adequate Yearly Progress to Reach Benchmark:

Strategies/Activities for Attaining Benchmark:

Limited English Proficiency

Adequate Yearly Progress to Reach Benchmark:

Strategies/Activities for Attaining Benchmark:

Exceptional Children

Adequate Yearly Progress to Reach Benchmark:

Strategies/Activities for Attaining Benchmark:

COLLEGE TECH PREP

Adequate Yearly Progress to Reach Benchmark:

Strategies/Activities for Attaining Benchmark:

PROGRAM AREAS

Agriculture

Adequate Yearly Progress to Reach Benchmark:

Strategies/Activities for Attaining Benchmark:

Business

Adequate Yearly Progress to Reach Benchmark:

Strategies/Activities for Attaining Benchmark:

Health Occupations

Adequate Yearly Progress to Reach Benchmark:

Strategies/Activities for Attaining Benchmark:

Marketing

Adequate Yearly Progress to Reach Benchmark:

Strategies/Activities for Attaining Benchmark:

Family & Consumer Sciences

Adequate Yearly Progress to Reach Benchmark:

Strategies/Activities for Attaining Benchmark:

Trade & Industrial

Adequate Yearly Progress to Reach Benchmark:

Strategies/Activities for Attaining Benchmark:

Career Development

Adequate Yearly Progress to Reach Benchmark:

Strategies/Activities for Attaining Benchmark:

Technology

Adequate Yearly Progress to Reach Benchmark:

Strategies/Activities for Attaining Benchmark:

Statewide

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PART II -- PERFORMANCE MANAGEMENT 2006-2007 Local Performance-Based Improvement Plan (F.123) Career-Technical Education

Performance Indicator Four (PI 4) - Placement. By 2006-2007, 96.7 percent of graduating career-technical education concentrators in North Carolina will go on to further education, work, or both the year following graduation. 2006-2007 is the additional, extended year by Congress of the federal Carl Perkins Vocational and Technical Education Act of 1998.

Category	<u>2002-2003</u>		<u>2003-2004</u>		<u>2004-2005</u>		<u>2005-2006</u>		<u>2006-2007</u>	
	<u>B1</u>	<u>A1</u>	<u>B2</u>	<u>A2</u>	<u>B3</u>	<u>A3</u>	<u>B4</u>	<u>A4</u>	<u>B5</u>	<u>A5</u>
Overall	96.3	95.3	96.4	94.9	96.5	94.8	96.6	94.0	96.7	
Special Populations	94.7	93.2	94.8	92.0	95.0	92.6	95.1	91.9	95.2	
Nontraditional	95.8	95.4	95.9	94.8	96.0	95.6	96.2	94.2	96.2	
Academically Disadv.	94.6	92.1	94.7	91.2	94.9	91.4	95.0	90.9	95.1	
Economically Disadv.	95.1	91.9	95.2	89.9	95.3	91.2	95.5	90.9	95.5	
Limited English Prof.	94.3	90.8	94.4	90.3	94.6	89.2	94.8	91.1	94.9	
Exceptional Children	96.6	92.3	96.7	90.8	96.8	91.4	96.9	90.0	96.9	
College Tech Prep	95.1	96.3	95.2	95.7	95.3	95.4	95.5	94.6	95.5	
Program Areas	96.3	95.3	96.4	94.9	96.5	94.8	96.6	94.0	96.7	
Agriculture	96.3	94.5	96.4	94.5	96.5	94.6	96.6	94.4	96.7	
Business	96.8	95.7	96.9	95.2	96.9	94.6	97.0	94.0	97.1	
Health Occupations	97.3	96.3	97.4	95.9	97.5	96.5	97.6	96.1	97.6	
Marketing	96.5	95.0	96.6	95.0	96.7	95.5	96.8	93.4	96.9	
Family & Consumer Sciences	92.5	93.1	92.7	93.1	92.9	91.6	93.1	91.6	93.3	
Trade & Industrial	96.2	95.4	96.3	94.4	96.4	95.1	96.5	94.7	96.6	
Career Development	93.7		93.8		94.0		94.2		94.3	
Technology	96.7	94.9	96.8	95.3	96.8	95.4	96.9	94.0	97.0	

* Percentages are not reported for fewer than five students

Part II. - Performance Indicator# 4. Placement **Performance Standards Strategies**

OVERALL SYSTEM STRATEGY
Strategies/Activities for Attaining Benchmark:

Adequate Yearly Progress to Reach Benchmark:

SPECIAL POPULATIONS
Strategies/Activities for Attaining Benchmark:

Adequate Yearly Progress to Reach Benchmark:

Nontraditional

Adequate Yearly Progress to Reach Benchmark:

Strategies/Activities for Attaining Benchmark:

Adequate Yearly Progress to Reach Benchmark:

Academically Disadvantaged

Strategies/Activities for Attaining Benchmark:

Adequate Yearly Progress to Reach Benchmark:

Economically Disadvantaged

Strategies/Activities for Attaining Benchmark:

Limited English Proficiency

Strategies/Activities for Attaining Benchmark:

Adequate Yearly Progress to Reach Benchmark:

Adequate Yearly Progress to Reach Benchmark:

Exceptional Children

Strategies/Activities for Attaining Benchmark:

COLLEGE TECH PREP

Strategies/Activities for Attaining Benchmark:

Adequate Yearly Progress to Reach Benchmark:

PROGRAM AREAS_____

Agriculture

Strategies/Activities for Attaining Benchmark:

Adequate Yearly Progress to Reach Benchmark:

Business

Strategies/Activities for Attaining Benchmark:

Adequate Yearly Progress to Reach Benchmark:

Health Occupations

Strategies/Activities for Attaining Benchmark:

Adequate Yearly Progress to Reach Benchmark:

Marketing

Strategies/Activities for Attaining Benchmark:

Adequate Yearly Progress to Reach Benchmark:

Family & Consumer Sciences

Strategies/Activities for Attaining Benchmark:

Adequate Yearly Progress to Reach Benchmark:

Trade & Industrial

Strategies/Activities for Attaining Benchmark:

Adequate Yearly Progress to Reach Benchmark:

Career Development

Strategies/Activities for Attaining Benchmark:

Adequate Yearly Progress to Reach Benchmark:

Technology

Strategies/Activities for Attaining Benchmark:

Adequate Yearly Progress to Reach Benchmark:

Statewide

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PART II -- PERFORMANCE MANAGEMENT 2006-2007 Local Performance-Based Improvement Plan (F.123) Career-Technical Education

Performance Indicator Five (PI 5) - Nontraditional Enrollment. By 2006-2007, 28.4 percent of students enrolled in career-technical education courses in North Carolina leading to nontraditional employment and training will be from underrepresented genders. 2006-2007 is the additional, extended year by Congress of the federal Carl Perkins Vocational and Technical Education Act of 1998.

Category	<u>2002-2003</u>		<u>2003-2004</u>		<u>2004-2005</u>		<u>2005-2006</u>		<u>2006-2007</u>	
	<u>B1</u>	<u>A1</u>	<u>B2</u>	<u>A2</u>	<u>B3</u>	<u>A3</u>	<u>B4</u>	<u>A4</u>	<u>B5</u>	<u>A5</u>
Overall	26.0	25.2	26.6	25.6	27.2	27.7	27.9	28.1	28.4	
Special Populations	40.9	38.3	41.1	38.0	41.4	39.8	41.6	38.4	41.8	
Nontraditional	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	
Academically Disadv.	25.0	23.5	25.7	25.0	26.3	26.8	27.0	27.5	27.6	
Economically Disadv.	26.4	23.9	27.1	24.7	27.7	26.9	28.3	27.5	28.8	
Limited English Prof.	31.8	26.9	32.2	30.6	32.7	30.7	33.2	33.2	33.6	
Exceptional Children	19.3	20.5	20.1	22.2	20.9	27.5	21.7	28.3	22.4	
College Tech Prep	22.4	22.4	23.1	22.3	23.8	24.6	24.5	24.2	25.2	
Program Areas	26.0	25.2	26.6	25.6	27.2	27.7	27.9	28.1	28.4	
Agriculture	26.2	24.0	26.8	24.7	27.4	24.1	28.0	24.4	28.6	
Business	47.4	49.0	47.5	50.2	47.6	51.0	47.6	52.1	47.7	
Health Occupations	15.6	13.0	16.5	12.5	17.4	12.6	18.3	13.5	19.1	
Marketing	50.0	52.9	50.0		50.0		50.0		50.0	
Family & Consumer Sciences	20.4	18.6	21.1	16.3	21.9	12.0	22.7	12.1	23.4	
Trade & Industrial	7.7	5.4	8.8	5.7	10.0	5.9	11.1	6.2	12.0	
Career Development										
Technology	18.0	14.3	18.8	13.2	19.7	13.7	20.5	14.2	21.2	

* Percentages are not reported for fewer than five students

Part II. - Performance Indicator# 5. Nontraditional Enrollment **Performance Standards Strategies**

OVERALL SYSTEM STRATEGY
Strategies/Activities for Attaining Benchmark:

Adequate Yearly Progress to Reach Benchmark:

SPECIAL POPULATIONS
Strategies/Activities for Attaining Benchmark:

Adequate Yearly Progress to Reach Benchmark:

Nontraditional

Adequate Yearly Progress to Reach Benchmark:

Strategies/Activities for Attaining Benchmark:

Academically Disadvantaged

Adequate Yearly Progress to Reach Benchmark:

Strategies/Activities for Attaining Benchmark:

Economically Disadvantaged

Adequate Yearly Progress to Reach Benchmark:

Strategies/Activities for Attaining Benchmark:

Limited English Proficiency

Adequate Yearly Progress to Reach Benchmark:

Strategies/Activities for Attaining Benchmark:

Exceptional Children

Adequate Yearly Progress to Reach Benchmark:

Strategies/Activities for Attaining Benchmark:

COLLEGE TECH PREP

Adequate Yearly Progress to Reach Benchmark:

Strategies/Activities for Attaining Benchmark:

PROGRAM AREAS

Agriculture

Adequate Yearly Progress to Reach Benchmark:

Strategies/Activities for Attaining Benchmark:

Business

Adequate Yearly Progress to Reach Benchmark:

Strategies/Activities for Attaining Benchmark:

Health Occupations

Adequate Yearly Progress to Reach Benchmark:

Strategies/Activities for Attaining Benchmark:

Marketing

Adequate Yearly Progress to Reach Benchmark:

Strategies/Activities for Attaining Benchmark:

Adequate Yearly Progress to Reach Benchmark:

Family & Consumer Sciences

Strategies/Activities for Attaining Benchmark:

Adequate Yearly Progress to Reach Benchmark:

Trade & Industrial

Strategies/Activities for Attaining Benchmark:

Career Development

Adequate Yearly Progress to Reach Benchmark:

Strategies/Activities for Attaining Benchmark:

Adequate Yearly Progress to Reach Benchmark:

Technology

Strategies/Activities for Attaining Benchmark:

Statewide

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PART II -- PERFORMANCE MANAGEMENT 2006-2007 Local Performance-Based Improvement Plan (F.123) Career-Technical Education

Performance Indicator Six (PI 6) - Nontraditional Graduation. By 2006-2007, 18.9 percent of students completing career-technical education programs in North Carolina leading to nontraditional employment and training will be from underrepresented genders. 2006-2007 is the additional, extended year by Congress of the federal Carl Perkins Vocational and Technical Education Act of 1998.

Category	<u>2002-2003</u>		<u>2003-2004</u>		<u>2004-2005</u>		<u>2005-2006</u>		<u>2006-2007</u>	
	<u>B1</u>	<u>A1</u>	<u>B2</u>	<u>A2</u>	<u>B3</u>	<u>A3</u>	<u>B4</u>	<u>A4</u>	<u>B5</u>	<u>A5</u>
Overall	15.4	12.9	16.3	12.7	17.2	12.0	18.2	12.0	18.9	
Special Populations	26.8	23.5	27.4	21.5	28.0	19.9	28.7	19.0	29.2	
Nontraditional	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	
Academically Disadv.	14.1	12.2	15.0	12.4	16.0	10.8	16.9	11.1	17.7	
Economically Disadv.	17.9	11.5	18.7	10.8	19.6	10.3	20.4	10.6	21.1	
Limited English Prof.	23.4	12.1	24.1	9.3	24.8	8.5	25.5	9.4	26.1	
Exceptional Children	11.3	11.3	12.4	11.5	13.4	10.2	14.4	10.7	15.3	
College Tech Prep	12.8	10.7	13.7	11.6	14.7	11.0	15.7	11.0	16.6	
Program Areas	15.4	12.9	16.3	12.7	17.2	12.0	18.2	12.0	18.9	
Agriculture	25.4	22.3	26.0	22.3	26.7	22.9	27.3	21.8	27.9	
Business	42.4	50.0	42.6	49.9	42.8	52.4	43.0	50.2	43.2	
Health Occupations	12.2	10.0	13.2	9.8	14.2	9.8	15.2	10.4	16.1	
Marketing	50.0		50.0		50.0		50.0		50.0	
Family & Consumer Sciences	14.9	13.0	15.9	14.1	16.8	9.0	17.7	10.7	18.5	
Trade & Industrial	5.9	3.9	7.1	3.9	8.2	4.5	9.4	4.1	10.5	
Career Development										
Technology	21.4	13.8	22.2	13.1	22.9	12.6	23.7	11.6	24.4	
* Percentages are not reported for fewer than five students										

Part II. - Performance Indicator# 6. Nontraditional Graduation **Performance Standards Strategies**

OVERALL SYSTEM STRATEGY
Strategies/Activities for Attaining Benchmark:

Adequate Yearly Progress to Reach Benchmark:

SPECIAL POPULATIONS
Strategies/Activities for Attaining Benchmark:

Adequate Yearly Progress to Reach Benchmark:

Nontraditional

Adequate Yearly Progress to Reach Benchmark:

Strategies/Activities for Attaining Benchmark:

Academically Disadvantaged

Strategies/Activities for Attaining Benchmark:

Adequate Yearly Progress to Reach Benchmark:

Economically Disadvantaged

Strategies/Activities for Attaining Benchmark:

Adequate Yearly Progress to Reach Benchmark:

Limited English Proficiency

Strategies/Activities for Attaining Benchmark:

Adequate Yearly Progress to Reach Benchmark:

Exceptional Children

Strategies/Activities for Attaining Benchmark:

Adequate Yearly Progress to Reach Benchmark:

COLLEGE TECH PREP

Strategies/Activities for Attaining Benchmark:

Adequate Yearly Progress to Reach Benchmark:

PROGRAM AREAS

Agriculture

Strategies/Activities for Attaining Benchmark:

Adequate Yearly Progress to Reach Benchmark:

Business

Strategies/Activities for Attaining Benchmark:

Adequate Yearly Progress to Reach Benchmark:

Health Occupations

Strategies/Activities for Attaining Benchmark:

Adequate Yearly Progress to Reach Benchmark:

Marketing

Strategies/Activities for Attaining Benchmark:

Adequate Yearly Progress to Reach Benchmark:

Family & Consumer Sciences

Strategies/Activities for Attaining Benchmark:

Adequate Yearly Progress to Reach Benchmark:

Trade & Industrial

Strategies/Activities for Attaining Benchmark:

Adequate Yearly Progress to Reach Benchmark:

Career Development

Strategies/Activities for Attaining Benchmark:

Adequate Yearly Progress to Reach Benchmark:

Technology

Strategies/Activities for Attaining Benchmark:

Adequate Yearly Progress to Reach Benchmark:

Statewide

**DRAFT -- This LEA's Plan Has Not Yet Been Approved by the
NC Department of Public Instruction or the LEA Board of Education.**

PART II -- PERFORMANCE MANAGEMENT 2006-2007 Local Performance-Based Improvement Plan (F.123) Career-Technical Education

Performance Indicator Seven (PI 7) - All local education agencies in North Carolina will maintain their baseline percentages of CTE enrollees with Career Development Plans. 2006-2007 is the additional, extended year by Congress of the federal Carl Perkins Vocational and Technical Education Act of 1998.

Category	<u>2002-2003</u>		<u>2003-2004</u>		<u>2004-2005</u>		<u>2005-2006</u>		<u>2006-2007</u>	
	<u>B1</u>	<u>A1</u>	<u>B2</u>	<u>A2</u>	<u>B3</u>	<u>A3</u>	<u>B4</u>	<u>A4</u>	<u>B5</u>	<u>A5</u>
Overall	99.6	98.4	99.6	98.5	99.6	96.4	99.7	98.7	99.7	
Special Populations	99.7	99.4	99.7	99.3	99.7	99.1	99.7	99.4	99.7	
Nontraditional	99.6	98.1	99.6	98.0	99.6	96.0	99.7	98.5	99.7	
Academically Disadv.	99.6	99.6	99.6	99.6	99.6	99.9	99.7	99.9	99.7	
Economically Disadv.	99.8	99.6	99.8	99.7	99.8	99.8	99.8	99.6	99.8	
Limited English Prof.	99.9	99.9	99.9	99.2	99.9	99.6	99.9	99.9	99.9	
Exceptional Children	99.8	99.2	99.8	99.1	99.8	99.0	99.8	99.1	99.8	
College Tech Prep	99.7	97.0	99.7	99.3	99.7	98.2	99.7	99.2	99.7	
Program Areas	99.6	98.4	99.6	98.5	99.6	96.4	99.7	98.7	99.7	
Agriculture	99.7	98.8	99.7	99.3	99.7	97.2	99.7	99.4	99.7	
Business	99.7	98.2	99.7	98.4	99.7	96.2	99.7	98.5	99.7	
Health Occupations	99.7	98.9	99.7	99.1	99.7	96.5	99.7	99.3	99.7	
Marketing	99.6	98.3	99.6	98.4	99.6	96.4	99.7	99.0	99.7	
Family & Consumer Sciences	99.7	98.4	99.7	98.3	99.7	96.4	99.7	98.6	99.7	
Trade & Industrial	99.6	98.7	99.6	98.3	99.6	96.5	99.7	99.0	99.7	
Career Development	99.4	96.7	99.4	99.5	99.5	96.8	99.5	97.9	99.5	
Technology	99.6	98.1	99.6	98.8	99.6	95.4	99.7	98.4	99.7	

* Percentages are not reported for fewer than five students

Part II. - Performance Indicator# 7. Career Development **Performance Standards Strategies**

OVERALL SYSTEM STRATEGY
Strategies/Activities for Attaining Benchmark:

Adequate Yearly Progress to Reach Benchmark:

SPECIAL POPULATIONS
Strategies/Activities for Attaining Benchmark:

Adequate Yearly Progress to Reach Benchmark:

Nontraditional

Adequate Yearly Progress to Reach Benchmark:

Strategies/Activities for Attaining Benchmark:

Academically Disadvantaged

Adequate Yearly Progress to Reach Benchmark:

Strategies/Activities for Attaining Benchmark:

Economically Disadvantaged

Adequate Yearly Progress to Reach Benchmark:

Strategies/Activities for Attaining Benchmark:

Limited English Proficiency

Adequate Yearly Progress to Reach Benchmark:

Strategies/Activities for Attaining Benchmark:

Exceptional Children

Adequate Yearly Progress to Reach Benchmark:

Strategies/Activities for Attaining Benchmark:

COLLEGE TECH PREP

Adequate Yearly Progress to Reach Benchmark:

Strategies/Activities for Attaining Benchmark:

PROGRAM AREAS

Agriculture

Adequate Yearly Progress to Reach Benchmark:

Strategies/Activities for Attaining Benchmark:

Adequate Yearly Progress to Reach Benchmark:

Business

Strategies/Activities for Attaining Benchmark:

Health Occupations

Adequate Yearly Progress to Reach Benchmark:

Strategies/Activities for Attaining Benchmark:

Marketing

Adequate Yearly Progress to Reach Benchmark:

Strategies/Activities for Attaining Benchmark:

Family & Consumer Sciences

Adequate Yearly Progress to Reach Benchmark:

Strategies/Activities for Attaining Benchmark:

Trade & Industrial

Adequate Yearly Progress to Reach Benchmark:

Strategies/Activities for Attaining Benchmark:

Adequate Yearly Progress to Reach Benchmark:

Career Development

Strategies/Activities for Attaining Benchmark:

Adequate Yearly Progress to Reach Benchmark:

Technology

Strategies/Activities for Attaining Benchmark:

Statewide Requirements & Permissives Checklist

Requirements 1-10	1. Academic Attainment	2. Technical Attainment	3. Credential Attainment	4. Placement	5. Non- traditional Enrollment	6. Non- traditional Graduation	7. Career Dvlp
1. Improve Academic and Technical Skills							
2. All Aspects of an Industry							
3. Same Challenging Academic Proficiencies							
4. Involvement of Parents, Teachers, Students, B&I...							
5. Voc Tech Programs of Sufficient Size, Scope, and Quality							
6. Independently Evaluate							
7. Comprehensive Personnel Development							
8. Nontraditional Training and Employment							
9. Special Populations Access and Success							
10. Special Populations Performance							

Statewide Requirements & Permissives Checklist

Requirements 11-12	1. Academic Attainment	2. Technical Attainment	3. Credential Attainment	4. Placement	5. Non- traditional Enrollment	6. Non- traditional Graduation	7. Career Dvlp
11. Non-Discrimination of Special Populations							
12. Develop, Improve, or Expand the Use of Technology							

Permissives 13-19	1. Academic Attainment	2. Technical Attainment	3. Credential Attainment	4. Placement	5. Non- traditional Enrollment	6. Non- traditional Graduation	7. Career Dvlp
13. High Tech and Telecommunication							
14. Career Guidance/Counseling							
15. Work-Related Experiences							
16. Programs for Special Pops							
17. Local Education and Business Partners							
18. Vocational Student Organization (VSO) Assistance							
19. Mentoring and Support Services							

Statewide Requirements & Permissives Checklist

Permissives 20-26	1. Academic Attainment	2. Technical Attainment	3. Credential Attainment	4. Placement	5. Non- traditional Enrollment	6. Non- traditional Graduation	7. Career Dvlp
20. Equipment							
21. Teacher Preparation							
22. Improving/Developing New Courses							
23. Family and Consumer Sciences (FACS)							
24. School Dropouts							
25. Placement in Job/Further Education							
26. Nontraditional Training and Employment							

Legend

Student Body

- O Overall
- S Special Populations
- N Non-traditional
- A Academically Disadvantaged
- E Economically Disadvantaged
- L Limited English Proficiency
- D Disabled
- C College Tech Prep

Program Areas

- A Agriculture
- B Business Education
- H Health Occupations
- M Marketing
- F Family & Consumer Sciences
- I Trade & Industrial
- C Career Development
- T Technology

PART III - PROJECTED CAREER-TECHNICAL EDUCATION PROGRAMS AND SERVICES

Application for State/Federal Aid for Career-Technical Education in Public Middle and High Schools

Part III.A -- School Profiles

- Complete a form for each school in which there are recognized career-technical education programs/services. Refer to title Career-Technical Education Programs of Study, Approved Revision, October, 1997.
- A form for each school in the LEA where there are recognized career-technical education programs/services will be initially provided.
- The form will contain information such as:
 - School Name**
 - School Number**
 - Grade Levels**
 - Principal's Name**
 - School Enrollment**
 - CTE Enrollment**
 - Courses Offered** at that school from the previous school year
- Should there be **courses listed that are not being offered for the upcoming school year**, and you do not want the courses to be listed when the plan is printed, click the **No** button to the left of the appropriate course code.
- Should there be **additional courses being offered for the upcoming school year** that are not selected and you want them be listed when the plan is printed, click the **Yes** button to the left of the appropriate course code. Continue completing columns 2, 3, and 4 as appropriate for that course.
- Should there be **local courses being offered for the upcoming school year**, click on the "Additional Courses" option, click on "Edit Document, and move the first available blank row. Click the **Yes** button to the left of the first blank course code. Click in the Course Code Column and type the course code. Click in the Course/Service Title Column and type the course title. Continue to select appropriate options for Columns 2, 3, and 4.
- Decisions on career-technical education programs/services to be offered will reflect the principal's recommendations based on student aspirations, employment data, and resources available.

"COURSE CODE": This column contains a listing of the valid course codes.

Column 1: "COURSE/SERVICE TITLE". The correct title of each course/service as reflected in the Career-Technical Education Programs of Study, Approved Revision, October, 1997 will appear in this column. These titles cannot be changed.

Column 2: "CHANGE". A box is provided with the values:

New
Deleted
Modified

Click to choose the appropriate selection. **If the course is to be modified, a copy of the approved**

Programs of Study Modification form must be completed. This form is to be manually completed and filed with the Regional Coordinator that represents your LEA. Plans are for this form to be made available as part of the electronic process during the upcoming school year. Details on accessing and completing this form electronically will be forthcoming.

Column 3: "LENGTH". A box is provided with the values:

Y = Year
S = Semester
CY = Concentrated Year
CS = Concentrated Semester
Q = Quarter
6 Wks
9 Wks
18 Wks
2CY

Click to choose the most appropriate selection. The **"LENGTH"** column is used to designate how long the course is taught. See notes under **Column 4: "BLOCK"** to determine how to code each course. "Concentrated" year or semester refers to block scheduling.

Column 4: "BLOCK". A box is provided with the values:

1
2
3

Click to choose the appropriate selection. The **"BLOCK"** column is used to indicate the time period. A one-hour course which is taught for one hour each day would be coded with a **"1"**. A two-hour course which is taught for two hours each day would be coded with a **"2"**. A three-hour course which is taught for three hours each day would be coded with a **"3"**. Under block scheduling a one-hour course which is taught in the CY for the two-hour block would still be coded **"1"**. If a two-hour course is taught for two blocks in a CY, it would be coded **"2"**. If a two-hour course is taught for one block in a CY it is coded **"1"**. To show that the course will be taught throughout the school year, it should be coded **2CY -- 1**. If a year-long course is taught in a two-period block for one semester, it is coded as a CY. **A block of time should correspond to what is considered to be one period in your school's schedule.**

***Y** = Year**S** = Semester**CY** = Concentrated
Year Course**CS** = Concentrated
Semester Course**Q** = Quarter**COURSE
CODE****1
COURSE/SERVICE TITLE****2
CHANGE*****3
LENGTH****4
BLOCK**

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**2006 - 2007 LOCAL PLAN
APPLICATION FOR CAREER-TECHNICAL EDUCATION (CTE)*
STATE/FEDERAL FUNDING**

FISCAL YEAR 2006 - 2007

PART IV -- ASSURANCES AND CERTIFICATION

All programs, services and activities administered in through this local plan will be in accord with the assurances listed in Part IV of this application.

The development of this application for state/federal aid for secondary career-technical education was coordinated by the director for career-technical education. This plan and the programs, services and activities offered are in accord with State and Federal guidelines. The information, data, and certifications included are accurate to the best of our knowledge and belief. The Assurances in Part IV will be carried out.

Cover Section

Local Education Agency (LEA) Number

APPROVED BY:

Superintendent of Schools Chairperson, Board of Education

This Annual Application, when completed, approved by the local board of education and the superintendent of schools, becomes an agreement between the local board of education and the State Board of Education. This Annual Application is a necessary part of the State Board of Education's accountability to the General Assembly of North Carolina and the US Department of Education.

PREPARED BY:

Director, Career-Technical Education Telephone Number

Director Submitted (Signature) on:

*Career-Technical Education is the administrative name which encompasses vocational and technical education in North Carolina. In state and federal laws, however, the terms vocational and technical education are used. For the purposes of this plan, these terms are synonymous.

Part IV.A -- Local Plan Assurances

These assurances signal the local educational agency's capacity to carry out the State and Federal legal requirements during the timeframe of this local plan. State legal requirements are designated by an (S) and Federal Perkins III (P.L. 105-332) ones by an (F). APA refers to the North Carolina Administrative Procedures Act.

1. General Administration

- a. The purposes of vocational and technical education as established in Chapter 115C, Article 10 of

the NC General Statutes are adhered to in planning, designing, implementing, supervising and evaluating the career-technical education programs within this local education agency (LEA). (S. General Statutes)

- b. Vocational and technical education programs are supervised, directed, or coordinated by persons qualified under the State Board of Education policies. (S. 115C-154.(6) and (7))
- c. The LEA will provide free appropriate vocational and technical education instruction, activities, and services in accordance with this Part for all youth who elect the instruction and shall have responsibility for administering the instruction, activities, and services in accordance with federal and State law and State Board of Education policies. (S. 115C-157)
- d. The LEA will provide activities necessary for the proper and efficient performance of its duties under P.L. 105-332 (Perkins III), including supervision. (F. 3.1)
- e. The expenditures in this plan will adhere to the most recent N.C. Career-Technical Education (CTE) Fiscal and Policy Guide. (S)
- f. The programs in this plan will adhere to the most recent N.C. CTE Programs of Study and Support Services Guide. (S)
- g. Nothing in Perkins III shall be construed to be inconsistent with applicable Federal law prohibiting discrimination on the basis of race, sex, national origin, age, or disability in the provision of Federal programs or services. (F. 316)
- h. Nothing in Perkins III shall be construed by the LEA to permit, allow, encourage, or authorize any Federal control over any aspect of a private, religious, or home school, regardless of whether a home school is treated as a private school or home school under State law. This section shall not be construed to bar students attending private, religious, or home schools from participation in programs or services under this Act. (F. 313)

2. Planning/Policy

- a. The LEA has developed a vocational and technical education plan which describes the vocational education needs of students and potential students in the LEA and indicates how and to what extent the programs proposed in the application meet such needs. (S. APA 2E. 1603 115C-154(8))
- b. The LEA will establish effective programs and procedures to enable informed and effective participation in such programs as are authorized under this title. (F. 135.c.1)
- c. The vocational programs and courses are not duplicated within the LEA unless the LEA has data to justify the duplication or has a plan to redirect the duplicative program within three years. (S. 115C-154.1(2))
- d. For all current job skill programs, there is a documented need, based on labor market data or follow-up data, or there is a plan to redirect the program within two years. (S. 115C-154.1(3))

3. Fiscal

- a. The LEA will not use more than five (5) percent of the funds for administrative costs associated with the administration of activities assisted under this section. (F. 135.d)

- b. Funds allocated for vocational education will be transferred only in accordance with any rules that the State Board of Education considers appropriate to ensure compliance with federal regulations. (S. 115C-105.25(b)(6))
- c. No funds from Perkins III shall be used to require any secondary school student to choose or pursue a specific career path or major; and to mandate that any individual participate in a vocational and technical education program. (F. 314)
- d. Funds made available under this Act for vocational and technical education activities shall not supplant non-federal funds expended to carry out vocational and technical education and tech-prep activities. (F. 131.a)
- e. None of the funds expended under this title will be used to acquire equipment (including computer software) in any instance in which such acquisition results in a direct financial benefit to any organization representing the interests of the purchasing entity, the employees of the purchasing entity, or any affiliate of such an organization. (F. 122.b.11)
- f. No funds under Perkins III may be used to provide vocational and technical education programs to students prior to the seventh grade, except that equipment and facilities purchased with funds under this Act may be used by such students. (F. 315)

4. Curriculum/Instruction

- a. Vocational & Technical Education programs in the LEA are in accordance with the purposes of G.S. 115C-151. (S. 115C-154.1(1):
 - 1. Occupational Skill Development - To prepare individuals for paid or unpaid employment in recognized occupations, new occupations, and emerging occupations. (S. 115C-151(1))
 - 2. Preparation for Advanced Education - To prepare individuals for participation in advanced or highly skilled vocational and technical education. (S. 115C-151(2))
 - 3. Career Development; Introductory - To assist individuals in the making of informed and meaningful occupational choices. (S. 115C-151(3))
- b. New vocational programs show documented need based on student demands, or for new job skill programs, based on student and labor market demands. (S. 115C-154.1(4))
- c. All vocational and technical programs are responsive to technological advances, including characteristics of the work force, and the academic, technical, and attitudinal development of students. (S. 115C-154.1(5))
- d. Local programs using the cooperative vocational and technical education method will be approved subject to students enrolled being placed in employment commensurate with the respective program criteria (S. 115C-154.(1))
- e. Vocational and technical education programs, services, and activities will be carried out with respect to meeting State adjusted levels of performance. (F. 134(b)(2))
- f. The LEA will ensure that students who participate in vocational and technical education programs are taught to the same challenging academic proficiencies are taught for all other students. (F. 134.b.3.C)

- g. The LEA will provide students with strong experience in and understanding of all aspects of an industry (F. 135.b.2)
- h. The LEA will provide a vocational and technical education program that is of such size, scope, and quality to bring improvement in the quality of vocational and technical education programs. (F. 135.b.7)
- i. The definitions of specific career-technical education program elements are adhered to. (S. 113(b) (19))
- j. The LEA will link secondary vocational and technical education and postsecondary vocational and technical education, including implementing tech-prep programs. (F. 135.b.8)
- k. The LEA will strengthen the academic and vocational and technical skills of students participating in vocational and technical education programs by strengthening the academic and vocational and technical education programs through a coherent sequence of courses to ensure learning in the core academic, and vocational and technical subjects. (F. 135.b.1)

5. Personnel Development

- a. The LEA will provide professional development programs to teachers, counselors, and administrators (F. 135.b.3), including
 - (1) 1. Inservice and preservice training in state-of-the-art vocational and technical education programs and techniques, in effective teaching skills based on research, and in effective practices to improve parental and community involvement;
 - (2) 1. (Support of education programs for teachers of vocational and technical education in public schools and other public school personnel who are involved in the direct delivery of educational services to vocational and technical education students, to ensure that such teachers and personnel stay current with all aspects of an industry;
 - (3) 1. Internship programs that provide business experience to teachers; and
 - (4) 1. Programs designed to train teachers specifically in the use and application of technology.
- b. If the LEA uses funds under this Act for inservice and preservice vocational and technical education professional development programs for vocational and technical education teachers, administrators, and other personnel, it may, upon request, permit the participation in such programs of vocational and technical education teachers, administrators, and other personnel in nonprofit private schools offering vocational and technical education programs located in the geographic area serviced by such agency or recipient. (F. 318)

6. Program Improvement

- a. A formal system of evaluation is conducted annually to determine how the programs meet their state objectives, and are relevant to employment and occupational needs of students. Evaluation results are maintained in the LEA file designated by the superintendent and are used for improvement in programs. (S. APA 2E. 1608)
- b. An organized system for conducting follow-up studies to determine the effectiveness of the

vocational and technical education programs and guidance and counseling is used by the principal, and a compilation of all schools maintained in the office of the career-technical education director. Records and other information needed to carry out this function are maintained in the teacher's files. (S. APA 2E.1608 115C-154(10))

- c. The LEA has on file the findings of evaluations of vocational and technical education programs operated in the LEA during the previous one year and five years to ascertain the effectiveness of instruction, services, and activities. (S. 115C-154 (10))
- d. The LEA will involve parents, students, teachers, representatives of business and industry, and labor organizations, representatives of special populations, as appropriate, in the development, implementation, and evaluation of vocational and technical education programs authorized under this title. (F. 134.b.4)
- e. The LEA will develop, improve, or expand the use of technology in vocational and technical education. (F. 135.b.3)
- f. The LEA will initiate, improve, expand, and modernize quality vocational and technical education programs. (F. 135.b.6)

Part IV.B -- Certification Regarding Debarment, Suspension, Ineligibility and Voluntary Exclusion Lower Tier Covered Transactions

This certification is required by the regulations implementing Executive Order 12549, debarment and suspension, 34 CFR Part 85, Section 85.510, Participants' responsibilities. The regulations were published as Part VII of the May 26, 1988 Federal Register (pages 160-19211). Copies of the regulations may be obtained by contacting the person to which this proposal is submitted.

Before Completing Certification, Read Instructions on Following Pages

- (1) The prospective lower tier participant certifies, by submission of this proposal, that neither it nor its principals are presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from participation in this transaction by any Federal department or agency.
- (2) Where the prospective lower tier participant is unable to certify to any of the statements in this certification, such prospective participant shall attach an explanation to this proposal.

Name and Title of Authorized Representative:

- 1. By signing and submitting this proposal, the prospective lower tier participant is providing the certification set out below.
- 2. The certification in this clause is a material representation of fact upon which reliance was placed when this transaction was entered into, if it is later determined that the prospective lower tier participant knowingly rendered an erroneous certification, in addition to other remedies available to the Federal Government, the department or agency with which this transaction originated may pursue available remedies, including suspension and/or debarment.
- 3. The prospective lower tier participant shall provide immediate written notice to the person to which this proposal is submitted if at any time the prospective lower tier participant learns that its certification was erroneous when submitted or has become erroneous by reason of changed

circumstances.

4. The terms "covered transaction," "debarred," "suspended," "ineligible," "lower tier covered transaction," "participant," "person," "primary covered transaction," "principal," "proposal," and "voluntarily excluded," as used in this clause have the meanings set out in the Definitions and Coverage sections of rules implementing Executive Order 12549. You may contact the person to which this proposal is submitted for assistance in obtaining a copy of those regulations.
5. The prospective lower tier participant agrees by submitting this proposal that should the proposed covered transaction be entered into, it shall not knowingly enter into any lower tier covered transaction with a person who is debarred, suspended, declared ineligible, or voluntarily excluded from participation in this covered transaction, unless authorized by the department or agency with which this transaction originated.
6. The prospective lower tier participant further agrees by submitting this proposal that it will include the clause titled "Certification Regarding Debarment, Suspension, Ineligibility, and Voluntary Exclusion-Lower Tier Covered Transactions," without modification on all lower tier covered transactions and in all solicitations for all solicitations for lower tier covered transactions.
7. A participant in a covered transaction may rely upon a certification of a prospective participant in a lower tier covered transaction that is not debarred, suspended, ineligible, or voluntarily excluded from the covered transaction, unless it knows that the certification is erroneous. A participant may decide the method and frequency by which it determines the eligibility of its principals. Each participant may, but is not required to, check the Nonprocurement List.
8. Nothing contained in the foregoing shall be construed to require establishment of a system of records in order to render in good faith the certification required by this clause. The knowledge and information of a participant is not required to exceed that which is normally possessed by a prudent person in the ordinary course of business dealings.
9. Except for transactions authorized under paragraph 5 of these instructions, if a participant in a covered transaction knowingly enters into a lower tier covered transaction with a person who is suspended, debarred, ineligible, or voluntarily excluded from participation in this transaction, in addition to other remedies available to the Federal Government, the department or agency with which this transaction originated may pursue available remedies, including suspension and/or debarment.

Part IV.C -- Certification Regarding Lobbying for Grants and Cooperative Agreements

Submission of this certification is required by Section 1352, Title 31 of the U. S. Code and is a prerequisite for making or entering into a grant or cooperative agreement over \$100,000.

The undersigned certifies, to the best of his or her knowledge and belief, that:

- (1) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the making of any Federal grant, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal grant or cooperative agreement.
- (2) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of

Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal grant or cooperative agreement, the undersigned shall complete and submit Standard Form - LLL, "Disclosure Form to Report Lobbying," in accordance with its instructions.

- (3) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subgrants, contracts under grants and subcontracts) and that all subrecipients shall certify and disclose accordingly.

This certification is a material representation of fact on which the Department of Education relied when it made or entered into this grant or cooperative agreement. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

Organization Name:

PR/Award (or Application) Number or Project Name: Carl D. Perkins Vocational and Technical Education Act of 1998

Name and Title of Authorized Representative:

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PART V -- OPTIONAL FORMS

STATE DEPARTMENT OF PUBLIC INSTRUCTION CAREER-TECHNICAL EDUCATION

FISCAL YEAR 2006 - 2007

Part V.A -- Application for WorkStudy Program

Local Education Agency (LEA)	Number	Submitted Date
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The above agency will **NOT** participate in the work-study program at this time.

The above agency desires to participate in the work-study program under the Carl D. Perkins Vocational and Technical Education Act of 1998, in cooperation with the North Carolina State Board of Education and the State Department of Public Education, Division of Career-Technical Education Services. If the above agency's application is approved, we agree to participate pursuant to the following conditions:

1. Students participating in the program are:

- (a) enrolled and in good standing in a bonafide career-technical education program;
- (b) accepted for enrollment in a bonafide career-technical education program;
- (c) full-time students;
- (d) in need of the earnings from such employment to commence or continue their career-technical education program;
- (e) at least 15 years of age and less than 21 years of age at the date of commencement of employment; and
- (f) in the opinion of appropriate school authorities, are capable of maintaining good standing in their academic and career-technical education program while employed under the work-study program.
- (g) gaining knowledge attainment and skills related to their career pathways.

2. Hours and compensation/limitations are:

- (a) maximum of 20 hours per week while classes are in session;
- (b) no limitation on amount earned during regular school term;
- (c) no limitation upon hours or amount earned during summer if student is not enrolled in classes except for 15 year olds, who may work only eight hours per day and 40 hours per week; and
- (d) rate per hour - Minimum: Effective State minimum wage rate;
 Maximum: Effective Federal minimum wage rate

3. Place of employment may be:

- (a) Local education agency, or
- (b) Public or non-profit, private agency or institution -- Federal, State, or Local.
- (c) no limitation upon hours or amount earned during summer if student is not enrolled in classes except for 15 year olds, who may work only eight hours per day and 40 hours per week; and

4. Programs will be coordinated such that:

- (a) Work will be performed pursuant to a written agreement between the local educational agency and participating public agency or institution;
- (b) Work so performed will be adequately supervised and coordinated; and
- (c) Work will not supplant present employees of participating agency or institution.
- (d) In cases where work is performed for a Federal agency or institution, the written agreement between the local educational agency and the Federal agency or institution will state that the students so employed are not Federal employees for any purpose.

5. Check the criteria used to determine eligibility to participate in work-study program:

- (a) Family or individuals' annual income are at or below the official poverty line.
- (b) Family or individuals are eligible for free or reduced price lunch.
- (c) Family or individuals are eligible for Aid to Families with Dependent Children or other public assistance.
- (d) Family or individuals are eligible for participation in programs assisted under Title II of JTPA.
- (e) If handicapped; each student also meets disadvantaged criteria (plus 1 or more of (a) - (d)).

6. This application covers the amount of Federal Vocational Education work-study funds indicated in A. and will serve the students identified in B. below. Funds identified must be shown on program budget 18AA-323-A under Code 100 - Salaries.

A. Federal Funds --

B. Estimated Number of Students Participating -

-

7. Identification of Work-Study Supervisor

Name

Title

8. Description of work-study activities:

Vocational Education State Basic Grants and Tech Prep Grants

The [Office of Vocational and Adult Education](#) helps fund vocational-technical education through the [Carl D. Perkins Vocational-Technical Education Act Amendments of 1998, Public Law 105-332](#). Under the Perkins Act, Federal funds are made available to help provide vocational-technical education programs and services to youth and adults. The vast majority of funds appropriated each year under the Perkins Act are awarded in the form of grants to State education agencies. These grants are usually identified as [State Basic Grants and Tech Prep Grants](#); funds for these grants are allotted to States (see Allotment Table for the amount your State received in 1997, 1998, 1999, 2000 Vocational Education, 2000 Tech Prep, and 2001) according to a formula based on States' populations in certain age groups and their per capita income.

Only State Boards for Vocational Education are eligible to apply for State Basic Grants and Tech Prep Grants. The distribution of funds within a State is directed to priority items established by the State in accordance with an approved State plan for vocational-technical education. Eligible recipients for subgrants under the State Basic Grants are local educational agencies and postsecondary institutions; consortia of local educational agencies and postsecondary institutions are eligible for subgrants under the Tech Prep Grants.

The Office of Vocational and Adult Education issues program memoranda from time to time to guide eligible recipients in their administration of State Basic Grants and Tech Prep Grants.

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APPENDIX

PART II - PERFORMANCE MANAGEMENT

I. REQUIREMENTS

1. Improve Academic and Technical Skills

The LEA will improve the academic and technical skills of students participating in vocational and technical education programs by strengthening the academic, and vocational and technical, components of such programs through the integration of academics with vocational and technical education programs through a coherent sequence of courses to ensure learning in the core academic, and vocational and technical, subjects. (F. 134.b.3.A)

A. Administration

Such as reviewing performance data with teachers, counselors, principals, supervisors, superintendents, school board; reviewing college placement/remediation data with academic faculty; monitoring of academic skill attainment of special populations students by special populations coordinators.

B. Planning/Policy

Such as implementing career pathways, differentiated courses of study, pretesting of 10th Grade students using community college academic placement tests, encouraging implementation of High Schools That Work; implementing comprehensive career guidance and registration procedures that ensures students follow sequenced course of study; implementing new and improved CTP course of study to include higher academic levels and integrated academic/vocational courses.

C. Fiscal

Such as securing funding for academic tutorial/remediation strategies for vocational students; reviewing equipment, material and supply requests to determine relationship to academic performance improvement; obtaining additional funds through competitive grants for curriculum integration.

D. Curriculum/Instruction

Such as team teaching, shared curriculum, reinforcement of competencies, thematic units, curriculum alignment, and curriculum mapping.

E. Personnel Development

Such as providing staff development on curriculum alignment, integration strategies, teaching styles, and learning styles.

F. Program Improvement

Such as monitoring ABCs data to determine need for improvement in academic skill attainment, and monitoring master schedule and academic class assignments to determine additional opportunities for curriculum integration.

2. All Aspects of an Industry

The LEA will provide students with strong experience in and understanding of all aspects of an industry (F. 134.b.3.B) and assure that teachers and personnel stay current in all aspects of an industry (F. 135.a.4.B).

A. Administration

Such as reviewing VoCATS data to determine student performance related to all aspects of the industry, reviewing employer follow-up data with teachers, principals, counselors to determine student performance in all aspects of the industry.

B. Planning/Policy

Such as initiating community/business/ industry based instruction, organizing industry specific industry councils, initiating program area advisory committees.

C. Fiscal

Such as securing funding/opportunities for students to develop competencies in all aspects of industry, reviewing requests for equipment, materials and supplies.

D. Curriculum/Instruction

Such as job shadowing, internships, clinicals, apprenticeships, career fairs/showcases, senior projects, cooperative education programs.

E. Personnel Development

Such as teacher internships in business and industry, providing opportunities for teachers to develop matrices which focus on course blueprints and their relationship to all aspects of the industry; providing teachers with opportunities to develop skill in all aspects of industries related to their teaching assignments.

F. Program Improvement

Such as initiating business school partnerships with focus on providing students with broad-based experiences in all aspects of the industry; reviewing student training plans and placements with attention to opportunities in all aspects of an industry; securing work-based learning opportunities for students that focus on all aspects of the industry, using student placement data to determine new program/curriculum directions; using labor market trend data to establish new curriculum/program area directions.

3. Same Challenging Academic Proficiencies

The LEA will ensure that students who participate in such vocational and technical education course are taught the same challenging academic proficiencies as are taught all other students. (F. 134.b.3.C)

A. Administration

Such as sharing high expectations with the vocational and technical education faculty; developing pathways and registration processes that ensure that challenging academic proficiencies are taught to all students.

B. Planning/Policy

Such as planning registration processes to ensure that all students are enrolled in challenging academic proficiencies; planning with counseling staff to ensure that all students meet the challenging academic proficiency requirements; providing policy leadership to ensure that all students meet challenging academic proficiencies.

C. Fiscal

Such as providing funding for staff development to ensure that all teachers and support staff understand that all students are to meet the same challenging academic proficiencies.

D. Curriculum/Instruction

Such as challenging academic courses included in each career pathway; course content aligned with components of the ABC model; high level math, science and communication skills are emphasized in CTE courses; the application of challenging academic proficiencies through the practical application of vocational/technical course blueprint objectives; incorporate writing, reading and communication skills across the CTE curriculum; counsel vocational/technical students to enroll in challenging academic courses.

E. Personnel Development

Such as train vocational/technical teachers to teach high level academic skills and to plan and implement integrated activities. Include as a part of each teacher's Individual Growth Plan required training for teaching high level academic skills.

F. Program Improvement

Such as utilization of the instructional management systems (VoCATS) to monitor student progress and improve student mastery and gains of course competency.

4. Involvement of Parents, Teachers, Students, B & I...

Parents, students, teachers, representatives of business and industry, labor organizations, representatives of special populations, and other interested individuals are involved in the development, implementation, and evaluation of vocational and technical education programs assisted under this title, and how such individuals and entities are effectively informed about, and assisted in understanding, the requirements of local planning. (F. 134.b.4)

A. Administration

Such as develop and give presentations about program purposes and activities to such as Chamber of Commerce, Economic Development, Commissions, Civic Organizations, and Parent-Teacher Organizations.

B. Planning/Policy

Such as using advisory councils that include parents, students, teachers, business and industry to assist in all aspects of program planning, program implementation, and program evaluation; keeping all advisory committee members informed regarding programs and activities.

C. Fiscal

Such as funding is provided to print essential materials so that various audiences can have input into the decisions that are being made relative to vocational and technical education.

D. Curriculum/Instruction

Such as public service radio announcements as well as locally developed informational programs aired on public cable television channels to inform parents, students and teachers about CTE programs and activities; regularly release information to media about programs and activities; use newspaper ads to inform community about programs and courses offered; distribute LEA and school newsletters to parents as well as to the community-at-large; produce and distribute informational materials such as brochures, registration handbooks, and newspaper bulletins to students, parents, and specific targeted groups as well as to the community at-large; regularly involve parents and advisory members in career days and vocational student organization contests; hold orientation sessions for rising ninth graders and their parents.

E. Personnel Development

Such as providing staff training to equip staff to work with all customers and stateholders who

should be involved in the development, implementation, and evaluation of vocational and technical education.

F. Program Improvement

Such as public service radio announcements as well as locally developed informational programs aired on public cable television channels to inform parents, students and teachers about CTE programs and activities; regularly release information to media about programs and activities; use newspaper ads to inform community about programs and courses offered; distribute LEA and school newsletters to parents as well as to the community-at-large; produce and distribute informational materials such as brochures, registration handbooks, and newspaper bulletins to students, parents, and specific targeted groups as well as to the community at-large; regularly involve parents and advisory members in career days and vocational student organization contests; hold orientation sessions for rising ninth graders and their parents.

5. Voc Tech Programs of Sufficient Size, Scope and Quality

The LEA will provide a vocational and technical education program that is of such size, scope, and quality to bring about improvement in the quality of vocational and technical education programs. (F. 134.b.5)

A. Administration

Such as adhere to state approved guidelines for equipment and facilities.

B. Planning/Policy

Such as use labor market data, VEIS reports, graduate follow-up surveys, community college retention reports, graduate analysis 195 report, VoCATS test results, monitor - CTE enrollments by non-tradition, special population and regular students.

C. Fiscal

Such as secure grants and donations.

D. Curriculum/Instruction

Such as use VoCATS course blueprints, test item banks, & pre-post assessment to monitor student mastery & gain adhering to the state approved Programs of Study & Support Guide, expand course offerings through approved modification process, offer courses which designed career pathways, implement the High Schools that Work and/or College Tech Prep curriculum, provide comprehensive counseling services to ensure students are completing a career pathway based on career goals of the student, develop and implement community college articulation agreements.

E. Personnel Development

Such as recruits and retain qualified, certified personnel.

F. Program Improvement

Such as conduct student, business/industry and community/parent surveys, expand the use of technology within vocational and technical education.

6. Independently Evaluate

The processes that will be used to independently evaluate and continuously improve the performance of the LEA. (F. 134.b.6)

A. Administration

Such as managing the processes that are used to independently evaluate and continuously improve

the performance of the vocational and technical education program.

B. Planning/Policy

Such as use performance data to monitor process - VoCATS results, HSTW NAEP Assessment, graduate analysis 195 report, VEIS reports.

C. Fiscal

Such as funding the processes that are used to independently evaluate and continuously improve the performance of the vocational and technical education program; and providing training experiences for staff members to learn of new processes to independently evaluate.

D. Curriculum/Instruction

Such as use tranquility or info tracker software to improve the quality of career development, use VoCATS results to identify needed equipment and instructional supplies.

E. Personnel Development

Such as use VoCATS results to identify needed staff development.

F. Program Improvement

Such as providing training opportunities for staff to focus on evaluation results so that program improvements can be institutionalized.

7. Comprehensive Personnel Development

Comprehensive personnel development (including initial teacher preparation) for vocational and technical, academic, guidance, and administrative personnel will be provided. (F. 134.b.10)

- Inservice and preservice training in state-of-the-art vocational and technical education programs and techniques, in effective teaching skills based on research, and in effective practices to improve parental and community involvement;
- Support of education programs for teachers of vocational and technical education in public schools and other public school personnel who are involved in the direct delivery of educational services to vocational and technical education students, to ensure that such teachers and personnel stay current with all aspects of an industry;
- Internship programs that provide business experience to teachers; and
- Programs designed to train teachers specifically in the use and application of technology.

A. Administration

Such as determining need for organizing, and managing training related to the improvement of Career-Technical Education, inservice for central and school based administrators to enhance delivery of Career-Technical Education.

B. Planning/Policy

Such as policies will be developed and implemented which ensure personnel development is provided for all personnel who can influence improved student performance.

C. Fiscal

Such as budgeting and expending funds for identified staff development activities.

D. Curriculum/Instruction

Such as in service and preservice training in state-of-the art CTE programs and techniques, teacher preparation programs that assist individuals who are interested in becoming CTE instructors, Instructional Management System-VoCATS related training, internship programs, training related to SREB HSTW and CTP, technology training, training for the management of work-based learning programs, Annual CTE Summer Workshop, special populations training, all aspects of an industry training, career major/cluster related training, effective teaching skills, SOICC/NOICC workshops, career development training.

E. Personnel Development

Such as activities will be developed and implemented for vocational and technical, academic, guidance and Administrative personnel who are involved in the direct delivery of Career-Technical instruction to ensure that they remain current with all aspects of an industry, and are focused on effective instructional practices.

F. Program Improvement

Such as training needs assessments or surveys, focus group training, data collection and analysis training, staff development plan creation.

8. Nontraditional Training and Employment

Promote preparation for nontraditional training and employment.
(F. 134.b.9)

A. Administration

Such as outreach and recruitment, marketing materials such as brochures and video tapes, parent conferences, middle school linkages.

B. Planning/Policy

Such as developing a policy that ensures that all staff promotes non-traditional training and employment opportunities; planning for programs to attract non-traditional enrollees.

C. Fiscal

Such as providing financial support to identified nontraditional training and employment activities.

D. Curriculum/Instruction

Such as curriculum/materials and supplies, work- based learning opportunities, field trips, speakers and presenters representing nontraditional careers, summer camps, guidance and counseling career development services, career assessments, career fairs displaying nontraditional career opportunities, job placement.

E. Personnel Development

Such as nontraditional training, gender equity training, career development training.

F. Program Improvement

Such as focusing on needed improvements so that vocational and technical programs attract non-traditional students.

9. Special Populations Access and Success

Review vocational and technical education programs, and identify strategies to overcome barriers that result in lowering the rates of access to or lowering success in the programs for special populations.
(F. 134.b.7.A)

A. Administration

Such as CDP+ Compliance; Notification of program offerings; Programs offered in least restrictive settings; SPCs serve on Student Assistance Team; IEP and 504 plans in place for identified students.

B. Planning/Policy

Such as planning to overcome barriers identified that result in lowering the rate of access to or lowering success in the programs for special populations; monitoring policies that grant access and encourage success for special populations students.

C. Fiscal

Such as funding needed improvements to ensure that barriers to access or success are no longer a problem for members of special populations.

D. Curriculum/Instruction

Such as appropriate curriculum and facility modifications, work-based learning experiences for Special Population students, VoCATS modifications.

E. Personnel Development

Such as SPC provides staff training relative to Assessment techniques, innovative teaching strategies to teach Special Populations, support services provided by a SPC.

F. Program Improvement

Such as involvement of agencies, parents, employers, Exceptional Children staff, etc. in planning and review of programs and services for Special Population students.

10. Special Populations Performance

Provide programs that are designed to enable the special populations to meet the State adjusted levels of performance. (F. 134.b.7B)

A. Administration

Such as involvement of CTE teachers in IEP development, placement of students according to CDP and CDP+, involvement of CTE teachers in development of transition plans.

B. Planning/Policy

Such as planning with teachers and special populations coordinators so that strategies can be implemented to ensure that members of special populations reach the state adjusted levels of performance.

C. Fiscal

Such as funding the intervention strategies that allow members of special populations to reach the state adjusted levels of performance.

D. Curriculum/Instruction

Such as work-based learning experiences, VoCATS Coordinator to disaggregate scores for Special Population students, curriculum and test modification for identified students, support materials and supplemental instruction.

E. Personnel Development

Such as SPC assist with integration activities, staff development relative to helping Special Population students master VoCATS competencies, staff training on teaching methodologies and "Learning styles."

F. Program Improvement

Such as adjusting the programs to ensure that members of special populations reach the state adjusted levels of performance.

11. Non-Discrimination of Special Populations

Make sure that individuals who are members of special populations will not be discriminated against on the basis of their status as members of special populations. (F. 134.b.8)

A. Administration

Such as administrators ensuring that special populations students are provided instruction that meets their needs.

B. Planning/Policy

Such as ensuring that the LEA policies are followed to ensure that members of special populations are not discriminated against on the basis of their status as members of special populations.

C. Fiscal

Such as funding the special populations coordinator to have time to monitor the handling of special populations students to ensure that they are not discriminated against.

D. Curriculum/Instruction

Such as all faculty serving special populations students, all faculty appealing to special populations student's learning needs/styles, Special Populations Coordinators verifying by the end of the first month of instruction that special populations students are enrolled in courses according to their CDP and/or CDP+.

E. Personnel Development

Such as special populations coordinator working with all faculty to ensure that they understand their obligations to serve special populations students in the least restrictive environment.

F. Program Improvement

Such as acting to ensure that members of special populations are not discriminated against because of them being members of special populations; acting to ensure that all staff members understand their responsibility to help members of special populations meet performance standards.

12. Develop, Improve, or Expand the Use of Technology

Develop, improve, or expand the use of technology in vocational and technical education that may include:

- Training for vocational and technical education personnel to use state-of-the-art technology, which may include distance learning. (F. 135.b.3.A)
- Preparing vocational and technical education students with the academic, and vocational and vocational and technical skills that lead to entry into the high technology and telecommunications fields. (F. 135.b.3.A)
- Encouraging schools to work with high technology industries to offer voluntary internships and

mentoring programs. (F. 135.b.3.C)

A. Administration

Such as managing the processes for ensuring that all personnel can use state-of-the-art technology; providing incentives for staff to use state-of-the-art technology; outreach, recruitment, and marketing materials, managing staff in ways that allows staff time to connect with neighboring business and industries.

B. Planning/Policy

Such as planning for the installation of state-of-the-art technology to be used by vocational and technical educators; developing policies regarding acceptable use of state-of-the-art technology that is available to use in vocational and technical programs; developing policies that ensure that vocational and technical programs are offered with the skills essential for entry into high technology and telecommunications fields; planning with employers to offer programs that provide the skills essential for entry into high technology and telecommunications fields; holding meetings with high technology industries to plan for voluntary internships and mentoring programs; putting in place credit policies that encourage students to participate in voluntary internships and to work with mentors in businesses.

C. Fiscal

Such as preparing the financial plan to install state-of-the-art technology; planning for funding the training essential to use effectively state-of-the-art technology; supporting students with the academic and technical skills that lead to entry into high technology and telecommunication career fields; funding educational personnel to allow extra time for developing voluntary internships and mentoring programs.

D. Curriculum/Instruction

Such as linking the state-of-the-art technology to the classroom delivery on a daily basis; focusing the state-of-the-art technology so that the skills delivered will be those needed in the neighboring workplaces; integrating state-of-the-art technology into every class so that all students are appropriately prepared for the future workplaces; mentoring programs, work-based learning, high technology programs, telecommunications programs, materials and supplies, equipment, field trips, tours, speakers, presenters, job placement, career development and counseling, summer camps; designing curriculum to utilize mentors and internship experiences in the classes; use instructional strategies that capitalize on the mentor relationships and experiences of interns.

E. Personnel Development

Such as activities in the LEA to prepare personnel to use the most current instructional technology, staff will be sent to training to ensure that they can implement the latest technology related to their instructional area, distance learning instruction will be provided in the LEA in order to allow personnel to be trained and receive technical assistance regarding instructional technology; teacher and support staff internships; funding personnel to participate in information/training sessions that inform them about internship and mentoring programs in high technology industries, paying travel costs to allow business and educational personnel to visit locations that have successful internships and mentoring programs.

F. Program Improvement

Such as using state-of-the-art technology to improve programs that may not have high placement rates; using state-of-the-art technology to create programs that meet the needs of the neighboring employers; changing course offerings to ensure that the courses offered provide the skills essential for entry into high technology and telecommunications fields; working with instructional staff to ensure that they stay connected to the high technology of the work place; partnership development

sessions will be funded in order to allow business and educational personnel to work together to develop voluntary internships and mentoring programs, providing rewards and incentives that encourage internships and mentoring.

II. PERMISSIVES

13. High Tech and Telecommunication

Vocational and technical education students with the academic, and vocational and vocational and technical skills that lead to entry into the high technology and telecommunications fields. (F. 135.b.3.A)

A. Administration

Such as outreach and recruitment, marketing materials.

B. Planning/Policy

Such as developing policies that ensure that vocational and technical programs are offered with the skills essential for entry into high technology and telecommunications fields; planning with employers to offer programs that provide the skills essential for entry into high technology and telecommunications fields.

C. Fiscal

Such as related to the support in providing students with the academic and technical skills that lead to entry into high technology and telecommunication career fields.

D. Curriculum/Instruction

Such as mentoring programs, work-based learning, high technology programs, telecommunications programs, materials and supplies, equipment, field trips, tours, speakers, presenters, job placement, career development and counseling, summer camps.

E. Personnel Development

Such as teacher and support staff internships.

F. Program Improvement

Such as changing course offerings to ensure that the courses offered provide the skills essential for entry into high technology and telecommunications fields; working with instructional staff to ensure that they stay connected to the high technology of the work place.

14. Career Guidance/Counseling

Career guidance and academic counseling for students participating in vocational and technical education programs. (F. 135.c.2)

A. Administration

Such as managing the career guidance and academic counseling so that vocational and technical education participants receive as much attention as the top of the class college bound students.

B. Planning/Policy

Such as providing policies that ensure that all students receive career guidance and academic counseling; planning the instructional schedule so that time is available for career guidance and academic counseling.

C. Fiscal

Such as employ full-time and/or part-time Career Development Counselor(s); purchase career development materials (printed/audio-visual/computer software), interest inventories/aptitude tests.

D. Curriculum/Instruction

Such as provide such career development activities as shadowing, internships, and career days; develop and monitor implementation of career development plans for all CTE students; develop student portfolios.

E. Personnel Development

Such as train teachers for their role in implementing a comprehensive career development program.

F. Program Improvement

Such as utilizing information from career guidance and academic counseling to improve the delivery of the vocational and technical programs.

15. Work-Related Experiences

Work-related experience such as internships, cooperative education, school-based enterprises, entrepreneurship, and job shadowing that are related to vocational and technical education programs. (F. 135.c.3)

A. Administration

Such as developing, producing, and distributing promotional materials for students, parents, business/industry to market student mentoring, internships, and job shadowing experiences with emphasis on high technology industries and non-traditional employment. Employ personnel to develop and implement mentoring, internships, and job shadowing programs for students; and managing staff in ways that allows staff time to connect with neighboring business and industries in order to develop work-related experiences.

B. Planning/Policy

Such as funding personnel to allow extra time for developing work-related experiences.

C. Fiscal

Such as funding travel costs for students to participate in internships, mentoring experiences, and job shadowing; and funding staff to provide the necessary services to students and businesses to ensure success of the work-related experiences for those student who are involved; and funding through work-study those student experiences that require incentives for businesses to work with them.

D. Curriculum/Instruction

Such as develop/secure and implement curriculum for students participating in work-related experiences such as apprenticeships, cooperative education, internships, job shadowing, or mentoring.

E. Personnel Development

Such as funding personnel to participate in informational/training sessions that inform them about work-related experiences, travel costs will be paid to allow business and educational personnel to visit locations that have successful work-related experiences.

F. Program Improvement

Such as funding partnership development sessions to allow business and educational personnel to work together to develop work-related experiences, providing rewards and incentives that encourage work-related experiences.

16. Programs for Special Pops

Programs for special populations students. (F. 135.c.4)

A. Administration

Such as providing the programs needed by members of special populations; managing the services essential for success of members of special populations.

B. Planning/Policy

Such as developing policies that ensure that members of special populations have the programs essential to them reaching performance standards.

C. Fiscal

Such as funding programs for members of special populations and the training for staff that will implement and support the program.

D. Curriculum/Instruction

Such as extra help, inclusion models, develop CTE students IEPs, develop necessary CDP plus, monitor classroom performance of each special population student at least four times per semester, provide work-based learning experiences.

E. Personnel Development

Such as learning styles, classroom management techniques, safety.

F. Program Improvement

Such as examining the programs for members of special population to ensure that everything possible is being done to ensure that members of special populations meet the performance levels.

17. Local Education and Business Partners

Local education and business partnerships. (F. 135.c.5)

A. Administration

Such as Workforce Investment Act linkages- Youth Council, Job Link Center.

B. Planning/Policy

Such as providing policies that encourage local education and business partnerships; planning with business and education officials to implement partnership activities.

C. Fiscal

Such as program resource for equipment, materials and supplies, scholarship sponsor.

D. Curriculum/Instruction

Such as development and implementation of CTE programs and activities, advisory committees, work-based learning for students, career day, career fair, program or course sponsor, guest speaker, workshop presenter, mentor to students, workplace and industry tours, support to high academic and technical skill attainment, materials and supplies, equipment, school-based

enterprises, entrepreneurial activities, community service activities, job placement facilitation.

E. Personnel Development

Such as Teacher/Support Service personnel internships, advisory committee training, work-based learning sponsor and mentor training.

F. Program Improvement

Such as activities/involvement related to the evaluation of CTE.

18. Vocational Student Organization (VSO) Assistance

Assistance for vocational and technical student organizations. (F. 135.c.6)

A. Administration

Such as managing the schedules of teachers who work with VSO activities; encouraging all vocational and technical teachers to provide VSO activities to all their students.

B. Planning/Policy

Such as providing policies that encourage all vocational and technical education teachers to provide VSO activities for all their students; planning to provide transportation for VSO regional and state activities.

C. Fiscal

Such as funding registration costs, transportation costs and instructional materials to provide the student development opportunities that VSO activities provide.

D. Curriculum/Instruction

Such as instructional materials related to leadership and effective participation in group activities will be purchased, paying travel and subsistence for teachers to participate in district/regional/state/national leadership and competitive events meetings, paying travel for students to participate in district/regional/state/national leadership and competitive events meetings, providing substitute teachers for teachers to participate in district/regional/state/national leadership and competitive events meetings.

E. Personnel Development

Such as providing the training to ensure that the teachers know how to integrate the VSO activities in the curriculum they are teaching; providing the leadership skill training essential to leading the student organization.

F. Program Improvement

Such as providing rewards and incentives that encourage teachers to provide vocational student organization experiences for all students.

19. Mentoring and Support Services

Mentoring and support services. (F. 135.c.7)

A. Administration

Such as peer helping program, providing funds for mentoring workshops, allocation of adequate funds to provide services, work-based learning activities.

B. Planning/Policy

Such as producing a policy that guides mentoring and support services in vocational and technical education; and planning to connect mentors and support services to those needing them.

C. Fiscal

Such as funding support services and mentor training opportunities to ensure effective delivery of these services.

D. Curriculum/Instruction

Such as adequate provisions for materials and supplies, SPC services available, assisting teachers with instructional methodologies, modification of curriculum.

E. Personnel Development

Such as staff development for teachers relative to mentoring, "How To" workshops for serving Special Population students.

F. Program Improvement

Such as focusing on the results of the mentoring and support services to put in place improvement strategies to ensure that these services are optimized.

20. Equipment

Leasing, purchasing, upgrading or adapting equipment, including instructional aides. (F. 135.c.8)

A. Administration

Such as managing the purchase process; installing the equipment in a timely fashion, and making changes as needed.

B. Planning/Policy

Such as planning a replacement schedule for equipment so that state-of –the –art equipment is available for instruction.

C. Fiscal

Such as train teachers for their role in implementing a comprehensive career development programs.

D. Curriculum/Instruction

Such as purchasing equipment according to those pieces needed to teach competencies in the course blueprints.

E. Personnel Development

Such as providing training on each piece of equipment that is purchased so the instructors can optimize it in their instruction; working with instructors to plan for equipment usage with students in the most efficient manner.

F. Program Improvement

Such as purchasing the equipment that is essential to providing proficiencies that are essential in the business and industry in the area workplace.

21. Teacher Preparation

Teacher preparation programs that assist individuals who are interested in becoming vocational and technical education instructors, including individual with experience in business and industry. (F.

135.c.9)

A. Administration

Such as reviewing personnel employment, retention, retirement, re-employment, recruitment trends/ data; review new teachers teaching and extra-curricular assignments with principals.

B. Planning/Policy

Such as developing local business/industry sponsored scholarships, location incentives, signing bonuses.

C. Fiscal

Such as designating funds for attracting/retaining new teachers, designating funds for tuition/training assistance for new teachers.

D. Curriculum/Instruction

Such as providing the opportunity for vocational and technical education instructors with experience in business and industry performing functions that are essential to teaching their course blueprints.

E. Personnel Development

Such as providing locally accessible licensure courses including Internet-based courses.

F. Program Improvement

Such as developing strategies/ procedures for recruiting/retaining new teachers.

22. Improving/Developing New Courses

Improving or developing new vocational and technical education courses. (F. 135.c.10)

A. Administration

Such as determining what new courses need to be offered in order meet the student's career pathway possible; determining what course modifications need to be made in order to meet student and community needs.

B. Planning/Policy

Such as review labor market trend data for the county, state & nation, visit model schools, advisory boards, develop Program/course marketing strategies.

C. Fiscal

Such as secure necessary funds to operate courses.

D. Curriculum/Instruction

Such as provide necessary lab equipment & supplies, provide teacher time to set up lab, purchase curriculum material for teacher and student secure industry certification for the lab.

E. Personnel Development

Such as provide necessary staff development in course content, secure industry certification for the teacher, provide the teacher with time to learn new curriculum.

F. Program Improvement

Such as providing the essential materials and equipment for new courses; providing the key

component to improve existing courses based on the VoCATS analysis.

23. Family and Consumer Sciences (FACS)

Support for family and consumer sciences programs. (F. 135.c.11)

A. Administration

Such as reviewing family and consumer science market share data with teachers, principals, counselors, reviewing enrollment/placement data to determine program area effectiveness, Career Development Counselor review of CDP and to determine that students' placement in family and consumer science courses is career pathway related.

B. Planning/Policy

Such as using student follow-up data to determine program area directions/course offerings, using labor market/trend data to establish new/local course offerings, developing additional articulation agreements in areas related to family and consumer science.

C. Fiscal

Such as providing extended employment for family and consumer science teachers to develop new curriculum for specialized local courses, securing additional funding/grants to provide additional opportunities for students in family and consumer science courses to participate in VSO activities; enhance and upgrade technology, i.e., modular teaching systems, computer hardware, computer software, sewing machines.

D. Curriculum/Instruction

Such as providing additional work-based learning experiences, establishing Advanced Studies courses, developing interactive learning strategies, developing technologically enhanced courses, develop materials for non-traditional students.

E. Personnel Development

Such as providing teacher/counselor internships, teacher/business and industry exchanges, providing opportunities for teacher training in new technology related to family and consumer science, provide leadership training for teachers.

F. Program Improvement

Such as developing additional career pathways in areas related to consumer and family science, developing locally specialized courses based on community/business and industry input and labor market data, establishing student follow-up process for family and consumer courses to determine new course directions/needs, developing program area marketing materials, providing local grant awards to teachers to develop curriculum materials.

24. School Dropouts

Vocational and technical education programs for school dropouts to complete their secondary school education. (F. 135.c.12)

A. Administration

Such as providing programs in an alternative setting, collaborating with JTPA and extended day providers, assist community colleges with their alternative diploma programs and services.

B. Planning/Policy

Such as setting policies as to how vocational and technical education programs will be offered for school dropouts to complete their secondary education; planning to offer vocational and technical

education in alternative schools to serve dropouts.

C. Fiscal

Such as funding alternative programs for school dropouts or developing agreements with the community college to provide the training for students who have dropped out of high school.

D. Curriculum/Instruction

Such as attainment of appropriate instructional materials, share instructional materials with appropriate personnel.

E. Personnel Development

Such as staff development activities relating to dropout prevention, teacher training relative to recruitment of dropouts to complete their education.

F. Program Improvement

Such as involvement of agencies, parents, employers, and other service providers in establishing/identifying needed programs and services, provide modern technology for programs and services where possible, use alternative delivery systems to provide services.

25. Placement in Job/Further Education

Assistance to students who have participated in services and activities under Perkins III in finding an appropriate job and continuing their education. (F. 135.c.13)

A. Administration

Such as provide job placement services; assist students in securing JobLink services; set up interviews for students with potential employers/military.

B. Planning/Policy

Such as planning service delivery with the JobLink Center; providing policies that ensure delivery of placement services to all students who have been served in vocational and technical education; planning with community partners to provide job/career/community college fairs/placement events.

C. Fiscal

Such as funding the time for working with community partners to ensure involvement of students in the JobLink Center services, career days and job fairs.

D. Curriculum/Instruction

Such as conduct Job Fairs for students with potential employers/military; conduct Career Days with community college and other post secondary education providers; assist students with the application process for post secondary education; assist students in identifying and applying for financial assistance for further education.

E. Personnel Development

Such as providing the staff development to teachers and support staff members to assist them in understanding the need to ensure student placement in either employment or post-secondary education at the end of high school.

F. Program Improvement

Such as evaluating the placement services currently offered and the placement information from

VEIS to determine service improvement strategies.

26. Nontraditional Training and Employment

Support for nontraditional training and employment activities. (F. 135.c.14)

A. Administration

Such as outreach and recruitment, marketing materials such as brochures and video tapes, parent conferences, middle school linkages.

B. Planning/Policy

Such as establishing policies that all staff members will encourage nontraditional training and employment activities; planning for nontraditional speakers to be in classrooms and job fairs, etc.

C. Fiscal

Such as providing financial support to identified nontraditional training and employment activities.

D. Curriculum/Instruction

Such as curriculum/materials and supplies, work-based learning opportunities, field trips, speakers and presenters representing nontraditional careers, summer camps, guidance and counseling career development services, career assessments, career fairs displaying nontraditional career opportunities, job placement.

E. Personnel Development

Such as nontraditional training, gender equity training, career development training.

F. Program Improvement

Such as evaluating the information regarding nontraditional enrollments, participation, and successes to determine what improvement strategies should be put into place.

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Appendix B
LOCAL PLAN FOR
FEDERAL CAREER AND TECHNICAL
EDUCATION FUNDING

FISCAL YEARS 2007 - 2013

This plan package is being transmitted by the North Carolina Community College System Office to each eligible college in the System as a means of making funds provided by the Carl D. Perkins Career and Technical Education Act of 2006 available to the member institutions.

The purpose of this Act is to develop more fully the academic, career, and technical skills of secondary and postsecondary students who elect to enroll in Career and Technical Education programs, by:

- developing challenging academic and technical standards;
- promoting the development of services and activities that integrate academic, career, and technical instruction, and that link secondary and postsecondary education for participating career and technical education students;
- providing services and activities designed to develop, implement, and improve career and technical education, including Tech Prep education;
- providing professional development and technical assistance that will improve the quality of Career and Technical Education programs, services, and activities.
- Supporting partnerships among secondary schools, postsecondary institutions, baccalaureate degree granting institutions, local workforce development boards, and industry; and
- Providing individuals with opportunities through their lifetime to develop the knowledge and skills needed to keep the United States competitive.

The plan includes **five** parts:

- Part I - General Information
- Part II - Allotment and Options
- Part III - Local Plan
- Part IV - Accountability/Evaluation
- Part V - Appendices
- Part VI - Assurances

PART I - GENERAL INFORMATION

The attached plan must be used to access funds for fiscal years (FY's) 2007-2013 (for use July 1, 2007 through June 30, 2013) provided through the Carl D. Perkins Career and Technical Education Act of 2006 (Perkins IV). Any college desiring such financial assistance should submit a plan **postmarked no later than XXXX XX, 2007**. This plan may be amended at any time during the six year period. Budgets, levels of performance, and use of funds will be required annually.

The allotment available to each college is calculated by using the formula specified in the Act; i.e., the total number of Pell Grant recipients and recipients of assistance from the Bureau of Indian Affairs enrolled in eligible programs in each college during the preceding year as a percentage of the total number of those recipients enrolled in eligible programs in the entire system. Any individual college whose allocation amounts to less than \$50,000 using this formula does not qualify to receive a grant under Perkins IV unless a waiver has been approved.

Your college's estimated allotment for FY 2007 is shown under Part II, page _____ of this plan package. This amount is subject to change pending approval of the State Plan and final allocation from the U.S. Department of Education.

You have two options regarding the allocation:

- 1) agree to accept the allotment and submit a completed 6-year plan; or
- 2) decline the allocation and submit only Part II of the local plan.

If you choose to decline your allotment, you may still elect to submit a plan in future years.

Any allotments which are declined will be reallocated to those colleges which accept using the original allocation formula. Therefore, it is possible that your final allotment may be larger than the initial amount shown in Part II of the package. If this is the case, final allocation notifications will be transmitted as soon as possible.

Note that all expenditures must be consistent with the federal requirements for uses of funds and with federal allowable activities. If a college accepts, but does not use, all of its Perkins allotment in the fiscal year for which the allotment was made, those funds not expended must be returned to the North Carolina Community College System.

USES OF FUNDS

Each college that receives funds under Perkins IV shall use the funds to improve Career and Technical Education programs.

Important aspects of your plan are listed below. Please read them carefully.

Dollars may be spent in any curriculum career/technical program. However, there are still requirements for meeting the needs of special population students, such as eliminating barriers to access and success and enabling special populations to meet levels of performance.

Local use of funds is divided into two sections: Required and Permissible. The nine required factors listed on the next page describe the elements that a program must contain to be eligible for funding under Perkins IV. Before committing money to any of the sixteen permissible uses available to community colleges, you must be able to show that all the required uses are being met either with Perkins dollars or through other sources.

Perkins IV funds may be used to provide direct assistance to individuals, including dependent care, tuition, transportation, books and supplies if all of the following conditions are met:

Recipients of the assistance must be individuals who are members of special populations who are participating in career and technical education activities that are consistent with the goals and purposes of Perkins IV.

Assistance may only be provided to an individual to the extent that it is needed to address barriers to the individual's successful participation in career and technical education.

Direct financial assistance to individuals must be part of a broader, more generally focused effort to address the needs of individuals who are members of special populations. Direct assistance to individuals who are members of special populations is not, by itself, a "program for special populations." It should be one element of a larger set of strategies designed to address the needs of special populations.

Funds must be used to supplement, and not supplant, assistance that is otherwise available from non-Federal sources.

Direct assistance is limited to no more than ten percent of a college's initial allotment.

USES OF FUNDS (continued)

Perkins IV requires that allotted funds first be used to meet the nine required uses before spending under permissible uses.

Required uses of funds:

Strengthen the academic and career and technical skills of students through the integration of academics with career and technical programs through a coherent sequence of courses.

Link secondary and postsecondary career and technical education.

Provide students with strong experience in and understanding of all aspects of an industry.

Develop, improve, or expand the use of technology including training of career and technical education personnel to use technology, providing students with the academic and technical skills (including mathematics and science knowledge) to enter the technology field, or collaborating with technology industries to offer voluntary internships and mentoring programs.

Provide professional development for faculty, counselors and administrators, who are involved in integrated Career and Technical Education programs, to include effective teaching skills, effective practices to improve parental and community involvement, internship programs that provide relevant business experience, effective use and application of technology to improve instruction, and support of education programs that ensure faculty stay current with all aspects of an industry.

Evaluate programs and assess how special populations are being served.

Initiate, improve, expand, and modernize Career and Technical Education programs.

Provide services and activities of sufficient size, scope, and quality to be effective.

Provide activities to prepare special populations, who are enrolled in Career and Technical Education programs, with high skill, high wage, or high demand occupations that leads to self-sufficiency.

Permissible uses of funds (pertaining to postsecondary education):

Involve business and labor organizations as appropriate in designing, implementing, and evaluating Career and Technical Education programs.

Provide career guidance and academic counseling.

Support local business and education partnerships.

USES OF FUNDS (continued)

Provide programs for special populations.

Provide mentoring and support services.

Lease, purchase, upgrade, or adapt equipment.

Develop and expand postsecondary program offerings at times and in formats that are readily accessible any time and any place.

Improve or develop new career and technical education courses.

Develop initiatives that facilitate the transition of sub-baccalaureate career and technical education students into baccalaureate degree programs to include articulation agreements, dual and concurrent enrollment, and academic and financial aid counseling.

Provide assistance to career and technical education students with placement in employment or further education.

Support nontraditional training and employment activities.

Support other career and technical education activities consistent with purposes of this Act.

Provide activities to support entrepreneurship education and training.

Develop and support small, personalized career-themed learning communities.

Provide support for training programs in automotive technologies.

Pool a portion of funds with a portion of another recipient's funds for innovative initiatives which may include improving the initial preparation and professional development of career and technical education faculty, administrators, and counselors; establishing, enhancing, or supporting systems for collection or reporting of Perkins accountability data; implementing career and technical programs of study; or implementing technical assessments.

Support other career and technical education activities that are consistent with the purpose of this Act.

LOCAL PLAN REVIEW

The receipt of funds through Perkins IV should not be considered an entitlement. The FY 2007 allotment shown in Part II will be transmitted only after the Local Plan has been approved by the North Carolina Community College System. All Local Plans will undergo extensive review in accordance with the criteria contained in the North Carolina State Plan for Career and Technical Education. All funding is contingent on the receipt of funds from the U.S. Department of Education.

LOCAL PLAN COMPLETION PROCEDURES

The Parts of the Local Plan that a college will return depends on the option that the college elects. If a college:

- a) Accepts its allotment, **Part II, Part III, Part IV, and Assurances and Certifications** must be completed and returned.
- b) Declines its allotment, only **Part II** must be returned.

Please submit an original and two copies of the appropriate Parts to:

Elizabeth Brown, Director, Federal Career Education
North Carolina Community College System

U. S. Postal Address: 5016 Mail Service Center
Raleigh, NC 27699-5016

FedEx, UPS, RPS, et al. Address: 200 West Jones Street
Raleigh, North Carolina 27603-1379

Questions regarding the Local Plan should be addressed to Elizabeth Brown
(919) 807-7128.

COMPLETED LOCAL PLANS MUST BE POSTMARKED BY XXX XX, 2007

PART II: ALLOTMENT AND OPTIONS

Section A - FY 2007 Allotment

Community College's allotment for FY 2007 as determined by the formula under the Act is \$_____ amount.

Section B - Additional Allotments

Any initial allotments which are not distributed will be reallocated using the original allocation formula. Does your institution want to receive its portion of any reallocated funds that may be available?

1.____ Yes

2.____ No

Section C - Community College Option

A college must select one of the following options regarding its FY 2007 allocation under the Act. Please place a check beside your selected option.

____(1) Accept the federal allotment for FY 2007. (Go to Section D.)

____(2) Decline the federal allotment for FY 2007. (Go to Section E.)

Section D - Acceptance of Allotment

As an authorized representative of Community College, I accept the FY 2007 federal allotment under the Carl D. Perkins Career and Technical Education Act of 2006.

President

Date

As the authorized representative of the Board of Trustees of Community College, I acknowledge this action to accept the FY 2007 federal allotment under the Carl D. Perkins Career and Technical Education Act of 2006 in the amount of \$_____.

Chair, Board of Trustees

Date

Section E - Decline of Allotment

As an authorized representative of Community College, I decline the FY 2007 federal allotment under the Carl D. Perkins Career and Technical Education Act of 2006.

President

Date

As the authorized representative of the Board of Trustees of Community College, I acknowledge this action to decline the FY 2007 federal allotment under the Carl D. Perkins Career and Technical Education Act of 2006 in the amount of \$_____.

Chair, Board of Trustees

Date

IF YOU DECLINE THE ALLOTMENT, STOP HERE AND ONLY RETURN PART II TO ELIZABETH C. BROWN, NORTH CAROLINA COMMUNITY COLLEGE SYSTEM OFFICE.

PART III - LOCAL PLAN

Any college eligible for funds under Title I, Section 132 of Perkins IV must submit a Local Plan. This part includes program descriptors, a budget, and program evaluation criteria. Section A will be in effect FY 2007-2013, Amendments may be submitted at any time as needed or required.

Section A - Required Descriptions

Instructions - Attach pages to respond to the following nine program descriptions.

Describe how the career and technical education activities will be carried out with respect to meeting State and local adjusted levels of performance. [Sec. 134(b)(2)]

Describe how you will offer the appropriate courses of not less than one of the career and technical programs of study that: includes coherent and rigorous content in a non-duplicative progression of courses that align secondary education with postsecondary education, provides the opportunity for secondary students to participate in dual or concurrent enrollment programs or other ways to acquire postsecondary education credits, and leads to an industry-recognized credential or certificate at the postsecondary level, or an associate or baccalaureate degree. [Sec. 134(b)(3)(A)]

Describe how you will improve the academic and technical skills of students participating in Career and Technical Education programs by strengthening the academic and career and technical education components of such programs through the integration of coherent and rigorous content aligned with challenging academic standards and relevant Career and Technical Education programs to ensure learning in career and technical education subjects. [Sec. 134(b)(3)(B)]

Describe how you will provide students with strong experience in, and understanding of, all aspects of an industry. [Sec. 134(b)(3)(C)]

Describe how you will ensure that students who participate in Career and Technical Education programs are taught to the same coherent and rigorous content aligned with challenging academic standards as are taught to all other students. [Sec. 134(b)(3)(D)]

Describe how comprehensive professional development for career and technical education, academic, guidance, and administrative personnel will be provided that promotes the integration of coherent and rigorous content aligned with challenging academic standards and relevant career and technical education (including curriculum development). [Sec. 134(b)(4)]

Describe the individuals and groups involved in the development, implementation, and evaluation of Career and Technical Education programs assisted under this title. This includes students, faculty, administrators, career guidance and academic counselors, representatives of tech prep consortia, representatives of the local workforce investment boards, representatives of business and industry, labor organizations, representatives of special populations, and other interested individuals that may be involved in activities funded through this Act. [Sec. 134(b)(5)]

Describe the process that will be used to evaluate and continuously improve your performance. [Sec. 134(b)(7)]

Describe how you will provide programs that are designed to enable the special populations to meet the local adjusted levels of performance. [Sec. 134(b)(8)(B)]

Describe how you will provide activities to prepare special populations, including single parents and displaced homemakers, for high skill, high wage, or high demand occupations that will lead to self-sufficiency. [Sec. 134(b)(8)(C)]

Describe how individuals who are members of special populations will not be discriminated against on the basis of their status as members of the special populations. [Sec. 134(b)(9)]

Describe how funds will be used to promote preparation for non-traditional fields. [Sec. 134(b)(10)]

Describe how career guidance and academic counseling will be provided to career and technical education students, including linkages to future education and training opportunities. [Sec. 134(b)(11)]

Describe efforts to improve the recruitment and retention of career and technical education faculty and career guidance and academic counselors, including individuals in groups underrepresented in the teaching profession. [Sec. 134(b)(12)(A)]

Describe efforts to improve the transition to teaching from business and industry. [Sec. 134(b)(12)(B)]

Section B - Use of Funds - BUDGET

Each community college that receives a federal allotment must support Career and Technical Education programs that:

- are of such size, scope, and quality to be effective;
- integrate academic and career education;
- provide students with strong experience in and understanding of all aspects of an industry;
- develop, improve, or expand the use of technology;
- provide professional development for teachers, counselors, and administrators;
- evaluate programs and assess how the needs of special populations are being met;
- initiate, improve, expand, and modernize Career and Technical Education programs;
- link secondary and postsecondary career and technical education; and
- provide activities to prepare special populations, that will lead to self-sufficiency.

Directions for Completing Section B - BUDGET

Title I, Section 135 of Perkins IV lists the allowable uses of the Basic Grant funds. Nine of these are required. As you develop your budget for FY 2007, you must, at the same time, complete Section C. This will ensure you have met the obligation of Required Uses of Funds before spending on the permissible activities. You do not have to spend dollars in all nine required areas if they are being met from other resources; i.e., state and/or local money, or other federal resources.

To expedite the approval process, it is important that you provide as much detail as possible when completing Column II of the Proposed Budget.

Budget formatting is under revision. Suggestions from a previous OVAE program review are being incorporated. Budget, once completed, goes here!

Section C - Required Uses of Funds Checklist

To ensure compliance with Title I, Section 135(b) of Perkins IV, check the appropriate block to indicate whether Perkins dollars or other dollars are used to support the activities. If other sources are used, indicate if they are local, state, or other federal dollars. If other federal, list the grant source. Tech Prep funds should be so identified, even though they are Title II of Perkins. [Sec. 134(b)(1)]

Required Uses	Source of Funds	
	Perkins	Other (list)
1. Strengthen the academic and career and technical skills of students through the integration of academics with career and technical programs through a coherent sequence of courses.		
2. Link secondary and postsecondary career and technical education.		
3. Provide students with strong experience in and understanding of all aspects of an industry.		
4. Develop, improve, or expand the use of technology including training of career and technical education personnel to use technology, providing students with the academic and technical skills to enter the technology field, or collaborating with technology industries to offer voluntary internships and mentoring programs.		
5.5. Provide professional development for faculty, counselors, and administrators, who are involved in integrated Career and Technical Education programs.		
6. Evaluate programs and assess how special populations are being served.		
7. Initiate, improve, expand, and modernize Career and Technical Education programs.		
8. Provide services and activities of sufficient size, scope, and quality to be effective.		
9. Provide activities to prepare special populations, who are enrolled in Career and Technical Education programs, for high skill, high wage, or high demand occupations that will lead to self-sufficiency.		

Section D – Program Evaluation

Complete the chart below to describe how you will review Career and Technical Education programs, and identify and adopt strategies to overcome barriers that result in lowering rates of access to or lowering success in the programs, for special populations. [Sec. 134(b)(8)(A)]

Evaluation Requirement	Identified Barriers	Strategies to Overcome
Access to career and technical education programs by special populations students		
Success of special populations students in career and technical programs		

PART IV: ACCOUNTABILITY/EVALUATION

Perkins IV strongly emphasizes programmatic and fiscal accountability at both the State and local levels. Each community college receiving federal career education funds will be required to annually evaluate the effectiveness of the funds and direct dollars appropriately. Two components are required in reporting: the progress made toward meeting or exceeding the core indicators of performance and the strategies used to improve performance in the following year. The following pages contain the information necessary for you to: determine an institutional level of performance for each of the core indicators; and provide strategies to improve performance.

Section A details the measures of performance North Carolina will use to report progress to the U. S. Department of Education.

Section B contains a sample of the format used to report the data for your institution. Following the sample page are data from prior years which can be used in determining a college level of performance.

The following is an explanation of the columns contained in the data sheets.

Column A lists the Core Indicators of Performance (from the Act).

Column B shows the level of performance set for the State.

Column C shows the actual state results in meeting the performance levels.

Column D is blank so that you can fill in a college level of performance.

Column E shows the percent of your identified career/technical students meeting the level of performance.

Column F shows the percent of identified Tech Prep students meeting the level of performance.

Columns G through L show the level of performance for each group of special populations students.

Using the data, determine a reasonable performance level for your college to attain. As you set the levels, remember that Tech Prep students and special population students must meet or exceed the institution levels.

Core Indicators of Performance

The Carl D. Perkins Act of 2006 requires States to establish Core Indicators of Performance to measure:

- Student attainment of challenging career and technical skill proficiencies; Student attainment of a postsecondary degree, certificate, or credential; Student retention in postsecondary education or transfer to a baccalaureate degree program;
- Placement in military service or apprenticeship programs or placement or retention in employment; and
- Student participation in and completion of Career and Technical Education programs that lead to employment in nontraditional fields.

The following are the measures of performance North Carolina has proposed to report progress to the U. S. Department of Education:

- 1- Skill Proficiency Attainment: The percent of career and technical students, who have completed a minimum of 12 hours in a career and technical education program of study and have a GPA of 2.5 or higher.
- 2- Credential, Certificate, Degree Attainment: The percent of career and technical students who have received a postsecondary certificate, degree, or industry-recognized credential.
- 3- Retention: The percent of career and technical students, who have completed a minimum of 12 hours in a career and technical education program of study, which were retained or transferred to a baccalaureate degree program.
- 4- Placement or Retention in Employment: The percent of career and technical students, who have completed a minimum of 12 hours in a career and technical education program of study, which participated in a state-recognized apprenticeship program or were placed or retained in employment.
- 5- Nontraditional Participation and Completion: The percent of career and technical students, who have completed a minimum of 12 hours in a career and technical education program of study, which participated and completed a career and technical education program of study that lead to employment in non-traditional fields.

Perkins Core Indicators of Performance

Reporting Year

College Name

A	B	C	D	E	F	G	H	I	J	K	L
	SYSTEM		COLLEGE RESULTS								
Core Indicators			Percentage of Identified Students Meeting Standards								
	State Level	Actual Results	College Level	Actual College Result	Tech Prep	Nontrad	Econ Disadv	Disabled	Single Parent	Displ Hmkr	LESA
1P1 - Technical Skill Attainment	%	%	%	%	%	%	%	%	%	%	%
2P1 - Credential/Certificate/Degree											
3P1 - Retention / Transfer											
4P1 - Student Placement in Employment											
4P2 - Student Retention in Employment											
5P1 - Nontraditional Participation											
5P2 - Nontraditional Completion											

Part V: Appendices

Definitions

(1) ADMINISTRATION --- activities necessary for the proper and efficient performance of the eligible recipient's duties under this Act, including supervision, but does not include curriculum development activities, personnel development, or research activities.

(2) ALL ASPECTS OF AN INDUSTRY --- strong experience in, and comprehensive understanding of, the industry that the individual is preparing to enter, including career information.

(3) ARTICULATION AGREEMENT --- a written agreement (A) that is approved annually by the lead administrators of a secondary institution and a postsecondary educational institution or a sub-baccalaureate degree granting postsecondary educational institution and a baccalaureate degree granting postsecondary educational institution; and (B) to a program that is designed to provide students with a non-duplicative sequence of progressive achievement leading to technical skill proficiency, a credential, a certificate, or a degree and is linked through credit transfer agreements between the two agreeing institutions.

(4) CAREER AND TECHNICAL EDUCATION --- organized educational activities that (A) offer a sequence of courses that (i) provides a coherent and rigorous content aligned with challenging academic standards and relevant technical knowledge and skills needed to prepare for further education and careers in current or emerging professions, (ii) provides technical skills proficiency, an industry-recognized credential, a certificate, or an associate degree, and may include prerequisite courses (other than a remedial course); and (B) include competency-based applied learning that contributes to the academic knowledge, higher-order reasoning and problem-solving skills, work attitudes, general employability skills, technical skills, and occupation-specific skills, and knowledge of all aspects of an industry, of an individual.

(5) CAREER GUIDANCE AND ACADEMIC COUNSELING --- providing access to information regarding career awareness and planning with respect to an individual's occupational and academic future that shall involve guidance and counseling with respect to career options, financial aid, and postsecondary options, including baccalaureate degree programs.

(6) COOPERATIVE EDUCATION --- a method of education for individuals who, through a written agreement between a school and employers, receive alternation of study in school with a job. The experience shall be planned and supervised by the school and employer so that each contributes to the education and employability of the student.

(7) DISPLACED HOMEMAKER --- an individual who (A) has worked primarily without remuneration to care for a home and family, and for that reason has diminished marketable skills; has been dependent on the income of another family member but is no longer supported by that income; or is a parent whose youngest dependent child will become ineligible to receive assistance under part A of title IV of the Social Security Act (42 U.S.C. 601 et seq.) not later than two years after the date on which the parent applies for assistance under this title; and (B) is unemployed or underemployed and is experiencing difficulty in obtaining or upgrading employment.

**Within the degree program, the institution shall include opportunities for the achievement of competence in reading, writing, oral communication, fundamental mathematical skills, and basic use of computers.*

(8) INDIVIDUAL WITH LIMITED ENGLISH PROFICIENCY --- a student who has limited ability in speaking, reading, writing, or understanding the English language, and (A) whose native language is a language other than English; or (B) who lives in a family or community environment in which a language other than English is the dominant language.

(9) INDIVIDUAL WITH A DISABILITY --- an individual with any disability (as defined in section 3 of the Americans with Disabilities Act of 1990 (42 U.S.C. 12102)).

(10) NONTRADITIONAL FIELDS --- occupations or fields of work, including careers in computer science, technology, and other emerging high skill occupations, for which individuals from one gender comprise less than 25 percent of the individuals employed in each such occupation or field of work.

(11) POSTSECONDARY EDUCATIONAL INSTITUTION --- an institution of higher education that provides not less than a two-year program of instruction that is acceptable for credit toward a bachelor's degree; a tribally controlled college or university; or a nonprofit educational institution offering certificate or apprenticeship programs at the postsecondary level.

(12) SPECIAL POPULATIONS ---

(A) individuals with disabilities;

(B) individuals from economically disadvantaged families, including foster children;

(C) individuals preparing for nontraditional training and employment;

(D) single parents, including single pregnant women;

(E) displaced homemakers; and

(F) individuals with limited English proficiency.

(13) SUPPORT SERVICES --- services related to curriculum modification, equipment modification, classroom modification, supportive personnel, and instructional aids and devices.

(14) TECH PREP PROGRAM --- a program of study that (1) is carried out under an articulation agreement between consortium participants; (2) combines at least two years of secondary education and two years of postsecondary education in a non-duplicative sequential course of study; (3) integrates academic and career and technical, instruction, utilizing work-based and worksite learning where appropriate and available; (4) provides technical preparation in a career field; (5) builds student competence in technical skills and in core academic subjects through applied, contextual, and integrated instruction in a coherent sequence of courses; (6) leads to technical skill proficiency, an industry-recognized credential, a certificate, or a degree, in a specific career field; and (7) leads to placement in high skill or high wage employment, or further education.

Part VI: ASSURANCES
P.L. 109-270

THIS STATEMENT OF ASSURANCES MUST BE SIGNED AND DATED BY AN AUTHORIZED REPRESENTATIVE OF THE INSTITUTION.

Upon acceptance of federal career and technical education funds, _____
agrees to: (college name)

Assure that funds made available under P.L. 109-270 shall be used to supplement, and to the extent practicable increase the amount of state and local funds that would in the absence of such federal funds be made available for the uses specified in the local application, and in no case supplant such state or local funds;

Assure that any career and technical education program or project assisted with funds made available under P.L. 109-270 shall be of sufficient size, scope, and quality to bring about improvement in the quality of Career and Technical Education programs;

Provide for such fiscal control and fund accounting procedures as may be necessary to assure the proper accounting for federal funds paid to the community college;

Assure that none of the funds expended under P.L. 109-270 will be used to acquire equipment, including computer software, in any instance in which such acquisition results in a direct financial benefit to any organization representing the interests of the purchasing entity or its employees or any affiliate of such organization;

Provide guidance, counseling, and career development activities conducted by professionally trained counselors and teachers who are associated with the provisions of such special services;

Provide Career and Technical Education programs that encourage students through counseling to pursue such coherent sequences of courses;

Provide counseling and instructional services designed to facilitate the transition from school to employment and career opportunities;

Provide counseling and relevant career and technical training activities to men and women who desire to enter occupations that are not traditionally associated with their sex;

Assess the special needs of students participating in programs receiving assistance under P.L. 109-270 with respect to their successful completion of the career and technical education program in the most integrated setting possible;

Assure that individuals who are members of the special populations will be provided with equal access to activities assisted under this title and will not be discriminated against on the basis of their status as members of the special populations;

Assure that individuals who are members of the special populations will be provided with programs designed to enable the special populations to meet or exceed core indicator levels of performance;

Assure that programs and activities will prepare individuals who are members of the special populations for further learning and for high skill, high wage, or high demand careers;

Provide supplementary services to students who are members of special populations, including, with respect to individuals with disabilities - - (a) curriculum modification; (b) equipment modification; (c) classroom modification; (d) supportive personnel; and (e) instructional aides and devices;

Assure that career and technical education planning for individuals with disabilities will be coordinated among appropriate representatives of career and technical education, vocational rehabilitation agencies, and other workforce assistance programs;

Assure that the provision of career and technical education to each student will be monitored to ensure that disadvantaged students and students of limited English proficiency have access to such education in the most integrated setting possible; and

Provide sufficient information to the North Carolina Community College System Office to enable the System Office to comply with the allocation guidelines under P.L. 109-270. Such information will include a determination of the number of Pell Grant recipients.

The aforementioned assurances are in keeping with local administrative procedures and/or board policies.

_____ President	_____ Signature	_____ Date
_____ Board Chair	_____ Signature	_____ Date

Appendix C

CURRICULUM STANDARD

*Effective
Term
Fall 2003
[2003*03]*

Curriculum Program	Aquaculture Technology	Code	A15120
Title			
Concentration	(not applicable)		

Curriculum Description

The Aquaculture Technology curriculum prepares individuals for careers in aquaculture and management of aquatic ecosystems. It provides a broad background in science and math as well as specialized course work and practical experience in fish, shellfish, and aquatic plant production and management.

Course work includes biology, chemistry, and math, as well as water quality and limnology, nutrition and feeding, genetics and breeding, facilities construction, and aquabusiness. Students will be required to spend time working in the industry through the summer cooperative work experience.

Graduates may find employment on private farms and government hatcheries or at public aquariums. Graduates may also start new businesses in fish, shellfish, or aquatic plant farming; pond and lake management services; or home/office aquarium or water garden management services.

Curriculum Requirements*

- I. **General Education.** Degree programs must contain a minimum of 15 semester hours including at least one course from each of the following areas: humanities/fine arts, social/behavioral sciences, and natural sciences/mathematics. Degree programs must contain a minimum of 6 semester hours of communications. Diploma programs must contain a minimum of 6 semester hours of general education; 3 semester hours must be in communications. General education is optional in certificate programs.
- II. **Major Hours.** AAS, diploma, and certificate programs must include courses which offer specific job knowledge and skills. Work experience, including cooperative education, practicums, and internships, may be included in a degree or diploma program up to a maximum of 8 semester hours and in a certificate program up to a maximum of 2 semester hours. *(see back of page for Major Hours requirements)*

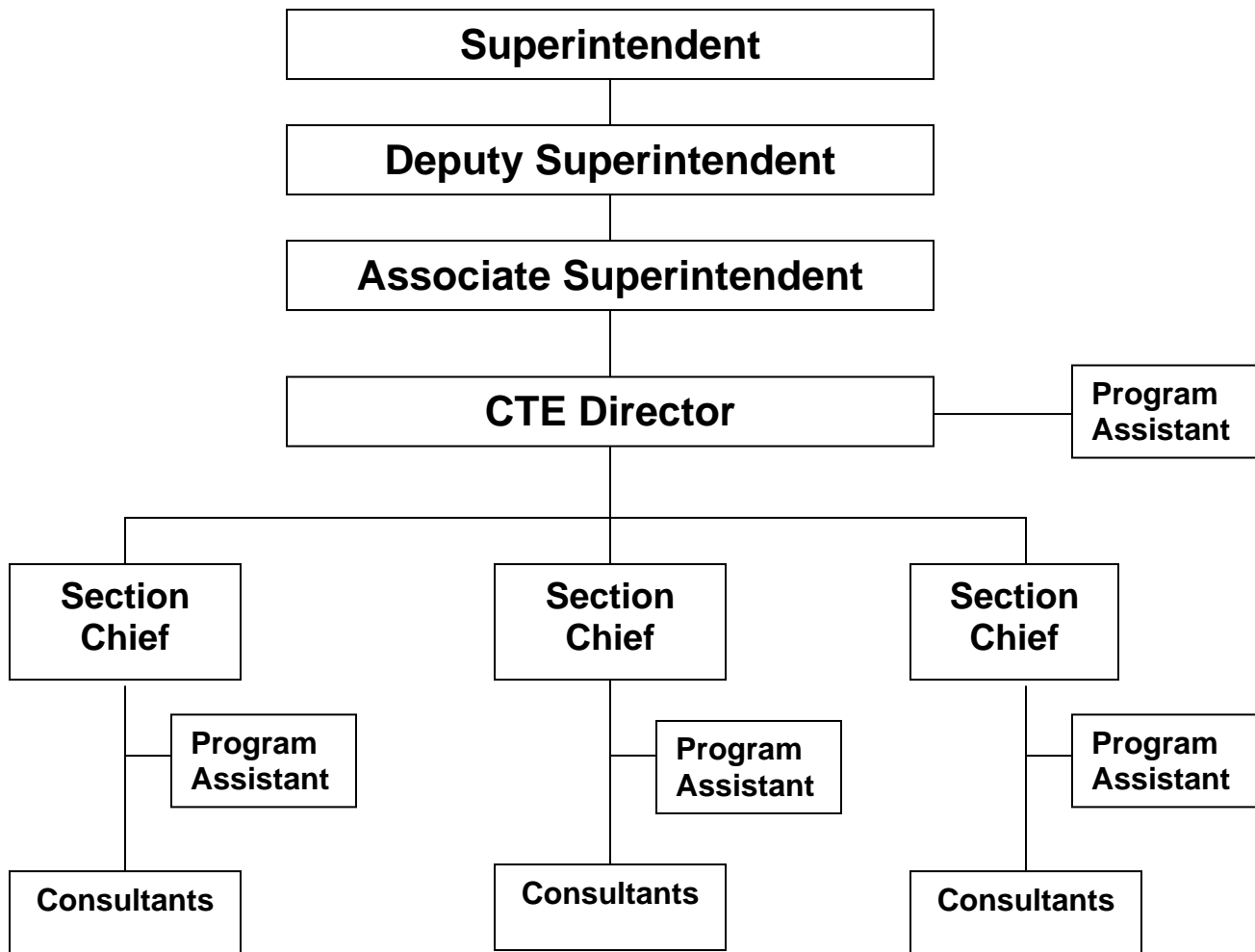
- III. Other Required Hours.** A college may require other subjects or courses to complete graduation requirements. These requirements may include electives, orientation, study skills courses, or other graduation requirements.

	AAS	Diploma	Certificate
Minimum General Education Hours	15	6	0
Minimum Major Hours	49	30	12
Other Required Hours	0-7	0-4	0-1
Total Semester Hours Credit in Program	64-76	36-48	12-18

Major Hours

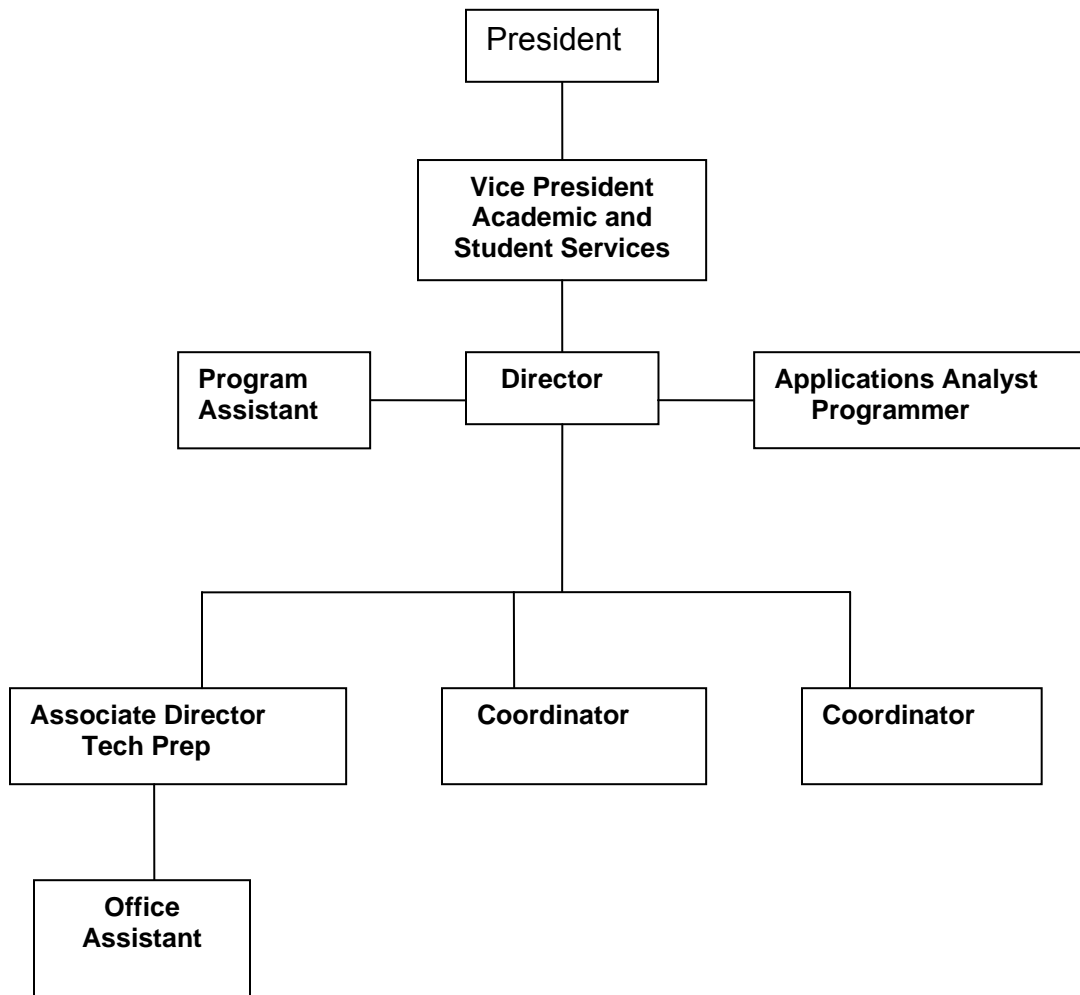
A. Core. The subject/course core is comprised of subject areas and/or specific courses which are required for each curriculum program. A diploma program offered under an approved AAS program standard or a certificate which is the highest credential level awarded under an approved AAS program standard must include a minimum of 12 semester hours credit derived from the subject/course core of the AAS program.				
B. Concentration (if applicable). A concentration of study must include a minimum of 12 semester hours credit from required subjects and/or courses. The majority of the course credit hours are unique to the concentration. The required subjects and/or courses that make up the concentration of study are in addition to the required subject/course core.				
C. Other Major Hours. Other major hours must be selected from prefixes listed on the curriculum standard. A maximum of 9 semester hours credit may be selected from any prefix listed, with the exception of prefixes listed in the core or concentration. Work experience, including cooperative education, practicums, and internships, may be included in associate in applied science degree and diploma curriculum programs up to a maximum of 8 semester hours credit and in certificate programs up to a maximum of 2 semester hours credit.				
Aquaculture Technology A15120				
		AAS	Diploma	Certificate
Minimum Major Hours Required		49 SHC	30 SHC	12 SHC
A. CORE <i>Courses required for the diploma are designated with *</i> Required Courses: * AQU 111 Aquaculture I 3 SHC * AQU 112 Aquaculture II 3 SHC * COE 112 Co-op Work Experience I 2 SHC Required Subject Areas: *Business. Select one. BUS 110 Introduction to Business 3 SHC BUS 280 REAL Small Business 4 SHC *Culture Environment. Select one. AQU 210 Limnology & Water Quality 3 SHC AQU 270 Water Gardens 3 SHC BIO 243 Marine Biology 4 SHC FWL 234 Aquatic Biology 3 SHC *General Biology. Select one. BIO 110 Principles of Biology 4 SHC BIO 111 General Biology I 4 SHC *General Chemistry. Select 4 SHC. CHM 131 Introduction to Chemistry 3 SHC CHM 131A Introduction to Chemistry Lab 1 SHC CHM 151 General Chemistry I 4 SHC		22-24 SHC	22-24 SHC	
B. CONCENTRATION (Not applicable)				
C. OTHER MAJOR HOURS <i>To be selected from the following prefixes:</i> ACC, AGR, AQU, BIO, BUS, CHM, CIS, COE, CSC, ECO, FWL, HOR, PHY, **SPA, and TRF <i>** This prefix is limited to a maximum of 3 SHC.</i>				

**NORTH CAROLINA DEPARTMENT OF PUBLIC INSTRUCTION
CAREER AND TECHNICAL EDUCATION DIVISION
Organizational Chart**



Appendix E

North Carolina Community College System Federal Vocational Education Organizational Chart



Appendix F

**REQUEST FOR PROPOSAL
FOR
COLLEGE TECH PREP**

**Enhancement Grant
(July 1, 2006 - June 30, 2008)**

**TITLE II
CARL D. PERKINS
VOCATIONAL AND TECHNICAL
EDUCATION ACT OF 1998**

***Proposal Submission Due Date
Friday, April 7, 2006***

Issued by

**North Carolina Community College System, H. Martin Lancaster, President
State Board of Community Colleges, Hilda Pinnix-Ragland, Chair
and**

**Department of Public Instruction, Dr. June St. Clair Atkinson, State Superintendent
Public Schools of North Carolina, State Board of Education, Howard N. Lee, Chairman**

The North Carolina Community College System and the Public Schools of North Carolina do not discriminate in their employment practices and offer all programs, activities, and services without regard to race, color, gender, disability, religion, age, political affiliation, or national origin.

**CTP Enhancement Grant
July 1, 2006 - June 30, 2008**

**Proposal Submission Due Date
Friday, April 7, 2006**

INTRODUCTION

The purpose of the Carl D. Perkins Vocational and Technical Education Act of 1998, Title II, is to make the United States more competitive in the world economy by developing more fully the academic and technical skills of all segments of the population. This purpose will primarily be achieved through improved educational programs leading to academic and technical competencies needed in a technologically advanced society.

College Tech Prep (CTP)

- Combines, at a minimum, two years of secondary, and two years of postsecondary education;
- Integrates academic, vocational/technical instruction, and utilizes work-based or worksite learning where appropriate and available;
- Provides technical preparation in a career field such as engineering technology, applied science, a mechanical, industrial, or practical art or trade, agriculture, health occupations, business, or applied economics;
- Builds student competence in mathematics, science, reading, writing, communications, economics, and workplace skills through applied, contextual academics and integrated instruction, in a coherent sequence of courses;
- Leads to an associate or baccalaureate degree or a 2-year postsecondary certificate in a specific career field; and,
- Leads to placement in appropriate employment or to further education.

The goal of the North Carolina State Board of Education is to prepare high school graduates for a College Tech Prep or College/University Prep course of study. These students should be better equipped to enter postsecondary education and to enter the workforce with technological skills appropriate for the majority of new jobs.

Vision and Mission of College Tech Prep

CTP in North Carolina has the vision of developing a well-educated high-performance workforce through strategic partnerships with business, secondary and postsecondary education and economic and workforce development. The goal of CTP is to prepare students for employment and continuous learning through challenging, rigorous, and integrated academic and technical education.

CTP is a seamless educational strategy that begins in the ninth grade, continues through high school into the community college, and continues with a student obtaining a 2-year associate

degree, 2-year certificate, or completion of a 2-year registered apprenticeship. CTP combines a rigorous academic core of courses with a focused sequence of technical courses in a career pathway. Students who excel in their high school technical courses may receive college credit for college classes when those classes have comparable competencies. High school CTP students may align their high school courses to any community college Associate in Applied Science Degree program. Eligible CTP curricula are found in all of the occupational career pathways.

CTP helps prepare students to enter and succeed in a career, by requiring cooperation and mutual collaboration of educators, employers, families, and policy makers in the community. CTP requires the same high level of achievement for all students and recognizes and addresses a variety of learning styles. CTP integrates practical applications into academics and encourages critical thinking and lifelong learning. The curriculum structure provides students with two-year degree and four year degree options, keeping the options open through a rigorous curriculum.

This grant provides funds to consortia of local educational agencies and postsecondary educational institutions which provide CTP education programs that lead to a two-year associate degree and/or a two-year certificate and/or a two-year registered apprenticeship program and lead to placement in appropriate employment or to further education. Systemic, strong, comprehensive links between secondary schools and postsecondary education institutions should be persistent elements of these partnerships.

Purpose

In the planning of grant proposals, applicants are encouraged to consider the basic principles of the U.S. Department of Education program "No Child Left Behind." Through the years, CTP has delivered on many of the principles of No Child Left Behind through its innovations and enhancements. North Carolina CTP continually seeks stronger accountability, increased flexibility through local planning, expanded options for students, creative ways to involve parents, and emphasis on teaching methods that have been proven to work including contextual learning methods.

This request for proposal seeks creative and innovative ideas that will **enhance** CTP activities in local communities.

MINIMUM PROGRAM CHARACTERISTICS

Each CTP consortia must have on file:

- a. a signed articulation agreement between participants in the consortium;
- b. a CTP Four-Year Plan;
- c. a prepared curriculum matrix that lists competencies or tasks being taught and/or projected to be taught at each level;
- d. a published CTP course of study guide;
- e. established collaboration and partnership agreements with business, industry, labor, and other organizations and agencies;
- f. provisions for equal access to the full range of CTP programs for special populations that includes the development of program services appropriate to meet their needs;
- g. provisions for preparatory services that assist all CTP participants;
- h. publications to students, guidance counselors, teachers, business and industry, parents, and the community-at-large about the CTP program. This includes sample schedules with course alignments that detail secondary and postsecondary components.

Joint Policy

A joint policy between the North Carolina State Board of Education and the North Carolina State Board of Community Colleges emphasizes that the planned high school component of the CTP program shall operate within a framework that includes:

- a. competencies for all academic courses, as outlined in the state Standard Course of Study with student mastery at grade level or better;
- b. math requirements of Algebra I, Geometry, and Algebra II; or Algebra I, Tech Math I, and Tech Math II; or Integrated Math I, Integrated Math II, and Integrated Math III;
- c. science course sequence with competencies that relate to a CTP associate degree career cluster;
- d. four technical credits related to an articulated career cluster, one of which must be a completer course credit;
- e. appropriate contemporary technology course sequences that utilize computer-assisted learning, scientific principles and concepts; integration of basic skills; higher-order thinking and problem-solving skills; and usage of current technology equipment;
- f. achievement standards for students that meet or exceed national or state performance measures;
- g. a comprehensive career guidance program, built upon objective base data, which assists every student in grades 7-14 to identify aptitudes, interests, and career options, and to select the appropriate academic or technical course of study.

The joint policy also emphasizes that the planned community college component of the CTP program should:

- a. articulate with high school programs to assure that competency repetition is minimized;
- b. be designed with employer input to meet current technology requirements of the employing market;
- c. meet or exceed state, regional, and national standards and/or accreditation requirements for the curriculum;
- d. be accredited/certified by the appropriate agency, when required, as a condition of curriculum offering or employability of the graduate.

FUNDING PRIORITIES FOR ENHANCEMENT GRANTS

By regulation, CTP consortia that submit a proposal for an enhancement grant in 2006-2008 must submit a CTP Four-Year Plan. The CTP Four-Year Plan must address each of the areas (1-5) listed below, and must include a description with objectives, strategies and evaluation criteria for both secondary and postsecondary partners. The CTP Four-Year Plan must accompany your proposal. The proposal submitted must support your CTP Four-Year Plan. The proposal may address an activity, a portion of, or the entire first two years of the CTP Four-Year Plan. Funding priority will be given to consortia who best relate their proposal to CTP Four-Year Plan.

The CTP Four-Year Plan must address each of the following five areas:

1. Development of CTP programs that:
 - a. meet academic standards developed by the state;
 - b. link secondary schools and 2-year postsecondary institutions, and if possible and practical, 4-year institutions of higher education through non-duplicative sequences of courses in career fields, including the investigation of opportunities for CTP secondary students to enroll concurrently in secondary and postsecondary course work;
 - c. use, if appropriate and available, work-based or worksite learning in conjunction with business and all aspects of an industry; and
 - d. use educational technology and distance learning, as appropriate, to involve all the consortium partners more fully in the development and operation of programs.
2. Include in-service training for teachers that:
 - a. is designed to train vocational and technical teachers to effectively implement CTP programs;
 - b. provides for joint training for teachers in the CTP consortia;
 - c. is designed to ensure that teachers and administrators stay current with the needs, expectations, and methods of business and all aspects of an industry;
 - d. focuses on training postsecondary education faculty in the use of contextual and applied curricula and instruction; and
 - e. provides training in the use and application of technology.
3. Include training programs for counselors designed to enable counselors to more effectively:
 - a. provide information to students regarding CTP education programs;
 - b. support student progress in completing CTP programs;
 - c. provide information on related employment opportunities;
 - d. ensure that such students are placed in appropriate employment; and
 - e. stay current with the needs, expectations, and methods of business and all aspects of an industry.
4. Provide equal access to the full range of technical preparation programs to individuals who are members of special populations, including the development of CTP program services appropriate to the needs of special populations.
5. Provide for preparatory services that assist participants in CTP programs.

Additional authorized activities - each CTP consortium may:

1. Provide for the acquisition of CTP program equipment for articulated programs;
2. Acquire technical assistance from State or local entities that have designed, established, and operated CTP programs that have effectively used educational technology; and
3. Establish articulation agreements with institutions of higher education, labor organizations, or businesses located inside or outside the State and served by the consortium, especially with regard to using distance learning and educational technology to provide for the delivery of services and programs.

BUDGET DEVELOPMENT GUIDELINES

Grant funds are to be distributed to consortia of local educational agency(ies) and postsecondary education institution(s). The Enhancement project must focus on the funding priorities outlined in the CTP Four-Year Plan as listed in this RFP (see **Funding Priorities for Enhancement Grants**). The grant will accommodate multi-member consortia. The funds will be distributed by the grant's fiscal agents among members of the consortium based on the proposal's budget. One secondary and one postsecondary consortium member must be designated as the grant's fiscal agents. The grant's budget will be shared by the consortium with 2/3 of the budget assigned to the secondary members and 1/3 of the budget assigned to the postsecondary members. ***The project description must clearly and concisely address what activities will take place at the secondary education level and what activities will take place at the postsecondary education level. The budget must address the project description at both the secondary and postsecondary level.***

Each grant must be of significant size, scope, and quality to be effective in achieving the objectives and outcomes of the project as identified in the proposal. Consortia may apply for funds for a two-year period - July 1, 2006 through June 30, 2008. The grant proposal should document the plans for the two years of the project. Cancellation of the second year by the Public Schools of North Carolina (PSNC) and the North Carolina Community College System (NCCCS) will result from the grant recipient's demonstrated inability to carry out the objectives and outcomes of the project.

The Enhancement Grant budget may be used to fund approved project activities which are identified below:

Description of Approved Project Activities
Salaries (Supplemental pay and stipends to teachers and instructors for developing curriculum matrix and ancillary materials for work outside the contract period)
Fringe Benefits
Purchased Services (Travel and subsistence, professional staff development, telephone, postage, marketing materials)
Supplies and Materials (must support articulated curriculum)
Equipment (must support articulated curriculum)

Budget Planning Guidelines

The following budget planning guidelines must be used to determine the **maximum** budgets for the Enhancement Grants in 2006-2008. The State Board of Education and the State Board of Community Colleges may make budget adjustments subject to the availability of funds to be awarded. The project will be funded each year at the same level if federal funds permit. All funding is contingent upon receipt of funds from the U.S. Department of Education and/or new legislation.

NOTE: Budgets submitted with the proposal that exceed the budget planning guidelines below may make the proposal **ineligible** for a review.

Consortium Base Budget Amount	Additional Budget Adjustments
\$43,000 each year	Plus an additional \$7,000 each year per high school with grades 11-12 in the consortium*

*Each high school within the consortium must meet the following criteria:

- a). Offer the combined College Tech Prep and College/University Prep courses of study;
- b). Relocated in a separate facility; and
- c). Meet other requirements for College Tech Prep participation as described in this proposal.

Budget Constraints

- a. **NO ADMINISTRATIVE PERSONNEL COSTS CAN BE PAID FROM THE GRANT'S BUDGET;**
- b. a coordinator for the CTP project and any necessary technical assistance must be provided by the consortium. The coordinator's salary, benefits, etc., or administrative salaries, benefits, etc., will not be paid from the grant's budget;
- c. **a minimum of 10% of the budget must be used to support the CTP program evaluation;**
- d. expenditures of these funds must be used only to support approved project objectives and outcomes;
- e. only expenses that support the articulated CTP curriculum or the development of additional articulated CTP curricula will be eligible for funding (resources for this grant cannot be expended for services below the high school level);
- f. food items and facility rental **cannot** be purchased using the grant's budget.

PROPOSAL DEVELOPMENT GUIDELINES

- a. The proposal should be prepared simply and economically. It should provide a straightforward and concise description of capabilities to satisfy the requirements of the **Funding Priorities** stated in this RFP. Emphasis should be placed on completeness and clarity of content.

NOTE: Proposals that fail to follow the established guidelines for submission **may be ineligible** for review. Proposals that fail to submit all information by the submission deadline **will be ineligible** for a review.

- b. All information requested must be submitted. Mandatory requirements are those required by law, regulation, policy, or are such that they cannot be waived, and are not subject to negotiation.

- c. **Each proposal must include the following seven elements:**

1. **Title and Authorization Page** must be submitted as **Page 1** of the proposal (see Appendix A). The LEA superintendent(s) and community college president(s) must sign **four** copies of this page with original signatures in **blue** ink.
2. **General Assurances Page** must be submitted as **Page 2** of the proposal (see Appendix B). The LEA superintendent(s) and community college president(s) must sign **four** copies of this page with original signatures in **blue** ink.
3. **Budget form** must be submitted as **Page 3** of the proposal (see Appendix C). The budget form(s) will identify the use of funds from July 1, 2006 through June 30, 2007 and July 1, 2007 through June 30, 2008. The allocation of these funds for the fiscal year beginning July 1, 2006, is contingent upon availability of funds from the U.S. Department of Education. Budgets submitted must reflect the first two years (2006-2008) of the CTP Four-Year Plan submitted. Funds must be used in accordance with the North Carolina Department of Public Instruction Fiscal & Policy Guide: A Guide for Administering Vocational/Technical Education and the NCCCS Accounting Procedures Manual.

NOTE: If the budget will include any salaried positions, then the "Summary of Salaried Positions" budget form must be included as page 3a in the proposal (see Appendix C).

NOTE: If the budget will include any equipment costs, then the "Equipment List" budget form must be included as page 3b in the proposal that (see Appendix C).

4. **One page Executive Summary** must be submitted as Page 4 of the Proposal.

5. **Narrative Description and Relationship to Four-Year Plan** must be submitted as **Pages 5-16** of the proposal. In order to receive the maximum number of points in each category, the reviewer must clearly determine what activities have taken/will take place at the secondary education level and what activities have taken/will take place at the postsecondary education level. Failure to clearly address objectives and strategies at both the secondary and postsecondary level will reduce the rating of the proposal. The format of the narrative description (including the 100 point distribution used for the review) follows.

Prior Implementation (0 - 20 points)

Secondary: 10 points

Postsecondary: 10 points

Describe previous College Tech Prep efforts

- Student outcomes from all funding sources.
- If you have been a funded CTP project, summarize information from the data packet and provide rationale as to its outcomes.
- How has this data been used to improve Career Technical Education and CTP
- Previous grants activities may have shown: A reduction in remediation; Increase in CTP credits earned and awarded; Increase in CTP completing postsecondary education /working; Increase in secondary and postsecondary professional development;
- Provide a concise overview of the need for additional funding for your College Tech Prep program on a secondary and postsecondary level.

Establishment of Need (0-20 points)

Secondary: 10 points

Postsecondary: 10 points

Describe the processes that were used to establish the need for this project, and to develop the consortia's CTP Four-Year Plan.

- Describe if the needs are coordinated and the specific need this program addresses on the secondary and post secondary level
- Proposal establishes the need for CTP activities.

Project Description and Relationship to Four-Year Plan (0-30 points)

Secondary: 15 points

Postsecondary: 15 points

- Describe for both the secondary and postsecondary levels,
- The purpose of the CTP project, objectives, strategies, evaluation, criteria, budget, tasks to be accomplished, timelines, and the persons that comprise the project management team. This can also include descriptions of collaborative efforts among and between secondary

and postsecondary institutions, as well as partnerships with business and industry. The project must be tied to the CTP Four-Year Plan. Describe how the budget and associated equipment costs (if any) will be used to support the project activities.

- On the Secondary and Post Secondary Level the Proposed Project can: Address the identified needs for the Local Consortia the four year plan and/or State Strategic Plan, reduce remediation for high school graduates, increase seamless transition for secondary to postsecondary, increase stakeholder involvement, etc. Does the plan incorporate sound program planning principles, clearly show collaboration between education, business and industry, and can the plan be adequately addressed within the two year cycle.

Proposed Outcomes (0-30 points)

Secondary: 15 points

Postsecondary: 15 points

Describe specific outcomes on a secondary and postsecondary level that will be achieved from the project.

- All projects must describe the process for measuring CTP program completers' academic and technical competencies.
- All consortia must be able to report the information attached on the Data Sheet provided in Appendix D.

The narrative description (pages 5-16 of the proposal) must:

1. not exceed twelve (12) pages
2. be printed on one side of standard size (8 1/2" x 11") unruled, white, bond paper using 1" margins at top, bottom, left, and right
3. be double-spaced using an unaltered 12 point type; and
4. include page numbers centered at the bottom of each page beginning with page number five (5) and ending with page number sixteen (16) if the narrative description is twelve (12) pages in length

Narrative may include charts, tables, and bulleted lists.

6. **Summary of Articulated Curriculum Agreements** may be submitted as the **last page(s)** of the proposal (see Appendix E). These pages are in addition to the 16-page limit.
If consortia are using the North Carolina High School-to-Community College Articulation Agreement, a statement to that effect will suffice and courses do not need to be listed.
If other courses in addition to those on the Statewide Agreement have been articulated, list them on the forms in Appendix E. Please submit a copy of your Local Articulation Agreements. Local articulation agreements must also be on file in each of the consortium member's office.
7. **A Copy of the CTP Four-Year Plan** These pages are in addition to the 16-page limit.

d. **DO NOT**

- (1) use notebooks or binding for proposals
- (2) attach letters of endorsement or sample materials, or
- (3) fax any proposals

B. INSTRUCTIONS FOR SUBMITTING A PROPOSAL

- a. All seven components of the proposal (see RFP checksheet in Appendix F) must be presented according to guidelines and specifications of this RFP (see **Proposal Development Guidelines**).

SUBMIT A TOTAL OF EIGHT (8) COPIES OF THE PROPOSAL.

FOUR (4) COPIES OF THE PROPOSAL MUST INCLUDE THE ORIGINAL SIGNATURES OF THE SUPERINTENDENT(S) AND COMMUNITY COLLEGE PRESIDENT(S) IN BLUE INK ON THE FOLLOWING PAGES:

Page 1 (Title and Authorization Page) (Blue tells us it is original!)

Page 2 (General Assurances Page) (Blue tells us it is original!)

NO FAX COPIES WILL BE ACCEPTED! Submit only original documents!

- b. **ALL REQUIRED COPIES OF THE PROPOSAL MUST ARRIVE IN THE OFFICE OF ROBERT WITCHGER BY 5 P.M. ON Friday, April 7, 2006.**

SUBMIT TO: Robert J. Witchger
Associate Director for College Tech Prep
NC Community College System Office
5016 Mail Service Center
200 West Jones Street
Raleigh, NC 27699-5016

- c. Questions regarding proposals may be directed to:

Ted Summey
Section Chief, CTE Support Services
NC Department of Public Instruction
Phone: (919) 807-3870
E-mail: tsummey@dpi.state.nc.us

Robert J. "Bob" Witchger
Associate Director of College Tech Prep
North Carolina Community College System
Phone: (919) 807-7126
E-mail: witchgerb@ncccommunitycolleges.edu

GRANT PROPOSAL REVIEW AND SELECTION PROCESS

Each application will be evaluated by a team of five or more impartial individuals familiar with CTP. Proposals will first be evaluated by individual team members.

The team then discusses the proposals as a group and comes to a consensus score.

Following consensus the results will be statistically compiled to obtain the overall ranking.

The proposals will be rated using the Rating Form in the RFP (see Appendix G).

Ensure that the proposal is properly completed and submitted.

Grants which do not meet minimum RFP requirements may not be funded.

Once individual proposal scores are determined, consortia will be funded according to the following steps:

Step One: Consortia that were not funded in the funding cycles 1998-2000, 2000-2002, 2004-2006 will compete for approximately 40% of the funds available for CTP Enhancement Grants. Consortia in this category will be rank ordered by their individual proposal scores, and, based upon the formula listed in the **Budget Planning Guide** of this RFP, will be awarded funds (highest score to lowest score) until the funds allotted to Step One are exhausted. Consortia whom do not get funded in Step One will compete with the remaining consortia in Step Two.

Step Two: Consortia which did not get funded in Step One and consortia which have received funding in the past will compete for the remaining funds available for College Tech Prep Enhancement Grants. Consortia in this category will be rank ordered by their individual proposal scores, and, based upon the formula listed in the **Budget Planning Guide** of this RFP, will be awarded funds (highest score to lowest score) until the funds allotted to Step Two are exhausted.

Review panel members will be instructed to give special consideration to applications that:

- provide for effective employment placement activities or transfer of students to four-year baccalaureate programs;
- develop partnerships with business, industry, labor unions, economic development and local workforce boards;
- address effectively the issues of remediation at the community college; and/or
- address the needs of minority youth, youth of limited English proficiency, youth with disabilities, and disadvantaged youth.

Projects supported by these grants will be administered through the Career Technical Education/Sections of the NC/ DPI and the CTP Section of the NCCCS. The State Board of Education and the State Board of Community Colleges shall ensure an equitable distribution of grants between urban and rural consortium participants.

REPORTING REQUIREMENTS

Once a proposal has been funded, each consortium must submit an interim report through June 30, 2007 and a final report through June 30, 2008. The report must include for each consortium member:

- a. an executive summary of the project's accomplishments;
- b. a completed Data Sheet (see Appendix D) for each funded year;
- c. a description of the best practices of the consortium;
- d. a description of the objectives and outcomes resulting from the project to include a copy of revisions to articulation agreements, policy agreements, program agreements, and program completion data;
- e. a timeline schedule that indicates the persistence of CTP activities and processes; and
- f. an explanation of expenditures as they relate to the objectives and outcomes.

All grant recipients will document CTP program completers' academic and technical competency achievement and support the integration of academic and technical program curriculum. Assessment of completers is to take place at the completion of the high school component of the program as well as during the postsecondary two-year program. Each grant recipient will document the results from an annual review of transcripts to determine students' progress in completing the requirements for the CTP career pathways.

Appendix A
COLLEGE TECH PREP ENHANCEMENT GRANT
July 1, 2006 - June 30, 2008
Title and Authorization Page

Project
Title: _____

LEA Fiscal
Agent: _____

Community College Fiscal
Agent: _____

Consortium
Members: _____

LEA Contact
Name: _____

Phone: _____

E-mail: _____

Fax: _____

Community College Contact
Name: _____

Phone: _____

E-mail: _____

Fax: _____

Total Funds
Requested: _____

2006-07: _____

2007-08: _____

AUTHORIZATION

We, the undersigned have read and understand the requirements contained in the grant's request for proposal and hereby make application for the funds. Furthermore, we agree to adhere to the general assurances specified in the proposal. All expenditures will be in compliance with the grant requirements.

Superintendent(s) Signature(s)

Date

Community College President(s) Signature(s)

Date

Appendix B

COLLEGE TECH PREP ENHANCEMENT GRANT
July 1, 2006 - June 30, 2008
General Assurances Page

We agree to comply with the following:

1. To provide the appropriate administrative supervision and support necessary to foster success of the project.
2. To operate under a written articulation agreement, policy agreement, and program agreement.
3. To work cooperatively with the U. S. Department of Education, Public Schools of North Carolina, and the North Carolina Community College System, in monitoring and evaluating the program and to submit evaluation data as requested.
4. To document College Tech Prep program completer's academic and technical achievement by using nationally recognized assessment instruments.
5. To supplement, expand, and not supplant funding for existing programs, activities or services.
6. To demonstrate commitment to the project by providing:
 - a. Appropriate time and personnel to complete the objectives and outcomes of the project;
 - b. All overhead costs, classrooms, and laboratories.
7. To ascertain that members of the consortium are in compliance with applicable federal and state laws to promote equal opportunity for all participants without regard to race, color, religion, gender, age, disability, political affiliation or national origin.
8. To provide programs, services, and activities that conform to the applicable standards of performance and measures of effectiveness required of academic and technical education programs in North Carolina.
9. To attest that all funds will be used to support the cost of only those activities described in the proposal and approved by the State Board of Education and the State Board of Community Colleges.
10. To establish such fiscal control and accounting procedures as may be necessary for proper disbursement of and accounting for all project funds.
11. To have an audit made in accordance with Circular A-128 pursuant to the Single Audit Act of 1984, if awarded \$25,000 or more.

Superintendent(s) Signature(s)

Date

Community College President(s) Signature(s)

Date

II. COLLEGE TECH PREP ENHANCEMENT GRANT
July 1, 2006 - June 30, 2008

PROPOSED BUDGET

LEA Fiscal

Agent: _____

Community College Fiscal

Agent: _____

ACCOUNT CLASSIFICATION	SECONDARY FUNDING		POSTSECONDARY FUNDING	
	2006-2007	2007-2008	2006-2007	2007-2008
INSTRUCTIONAL PROGRAMS:				
Salaries*				
Employee Benefits				
Purchased Services				
CTP Program Evaluation				
Supplies & Materials				
Capital Outlay**				
SUPPORTING SERVICES:				
Salaries*				
Employee Benefits				
Purchased Services				
Supplies & Materials				
Capital Outlay**				
Other Objects				
Indirect Costs				
COLUMN TOTALS:				

NOTE: * Appendix C (page 2 of 3) must also be completed which is the Summary of Salaried Positions.

** Appendix C (page 3 of 3) must also be completed which is the Equipment List.

All approved proposals must submit an appropriate line item budget in accordance with the two State agencies.

APPENDIX C

COLLEGE TECH PREP ENHANCEMENT GRANT July 1, 2006 - June 30, 2008

PROPOSED BUDGET

VIII. Summary of Salaried Positions

Number of People		Description of Activities	Amount of Time (Total Hours)	Budgeted Amount
Secondary:				
Postsecondary:				

No Administrative Costs Can Be Paid From The Grant Budget

Appendix C
COLLEGE TECH PREP ENHANCEMENT GRANT
 July 1, 2006 - June 30, 2008
PROPOSED BUDGET

IX. Equipment List

LEA(S):

Description of Item	Quantity	Unit Cost	Total Cost (Qty x Unit Cost)	O / R*	Name of Articulated Program where equipment is to be used
TOTAL BUDGETED AMOUNT			\$		

COMMUNITY COLLEGE:

Description of Item	Quantity	Unit Cost	Total Cost (Qty x Unit Cost)	O / R*	Name of Articulated Program where equipment is to be used
TOTAL BUDGETED AMOUNT			\$		

* **O** for an Original Purchase; **R** for a Replacement Purchase
 Account for all expenditures in the capital outlay budget codes

Appendix D

2006 College Tech Prep Report (Sample) Data Packet

Key to Abbreviations:

CP -College Prep AA -Associate in Arts Science HS -High School	CTP -College Tech Prep AS -Associate in Science AFA - Associate in Fine Arts	CP/CT -Both CP & CTP AAS -Associate in Applied RFP -Request for Proposal
--	---	---

Part I: Secondary Report

LEA:

Prepared by:

Unless otherwise specified, all questions in Part I refer to the High School Class of 2006	Number	%
I-a. For the HS Class of 2006, list the postsecondary intentions of College Tech Prep completers (CTP <u>and</u> CP/CT) by LEA: <div style="text-align: right; padding-right: 20px;">Four-year College or University</div> <div style="text-align: right; padding-right: 20px;">Two-year Community College</div> <div style="text-align: right; padding-right: 20px;">Military</div> <div style="text-align: right; padding-right: 20px;">Employment</div> <div style="text-align: right; padding-right: 20px;">Two-year Registered Apprenticeship</div>		
I-b. For the HS Class of 2006, list (according to SIMS, Report 195, Part 2) the following information by LEA: <div style="text-align: right; padding-right: 20px;">College University Prep</div> <div style="text-align: right; padding-right: 20px;">College Tech Prep</div> <div style="text-align: right; padding-right: 20px;">CUP/CTP (both)</div> <div style="text-align: right; padding-right: 20px;">Career Prep</div> <div style="text-align: right; padding-right: 20px;">Occupational</div>		
I-c. For the HS Class of 2006, list (according to SIMS, Report 195, Part 3) the overrides by LEA: <div style="text-align: right; padding-right: 20px;">College University Prep</div> <div style="text-align: right; padding-right: 20px;">College Tech Prep</div> <div style="text-align: right; padding-right: 20px;">CUP/CTP (both)</div> <div style="text-align: right; padding-right: 20px;">Career Prep</div> <div style="text-align: right; padding-right: 20px;">Occupational</div>		

I-d. For the HS Class of 2006, the number of CTP students receiving services from WIA (Workforce Investment Act).		Number	
	Tutoring		
	Alternative Secondary School Services		
	Summer Employment		
	Paid and Unpaid Work Experience		
	Occupational Skill Training		
	Leadership Development		
	Supportive Services		
	Adult Mentoring		
	Follow-up Services		
	Guidance and Counseling		
I-e. For the HS class of 2006, indicate the number of credit hrs earned by CTP students.	Articulation		
	Concurrent Enrollment		
	Huskies Courses		
I-f. Please list below (in bullet format) the major findings of your evaluation of your HS efforts as required by the RFP: (Use additional sheets if needed)			
I-g. Based upon the major findings of your evaluation of your HS efforts, list (in bullet format) your College Tech Prep improvement strategies: (Use additional sheets if needed)			
I-h. During the 2005-2006 academic year, how many hours of professional development were provided, using College Tech Prep funds, for each of the following:		# Participant s	Total Contact Hours
	Career Tech Faculty		
	Non Career Tech Faculty		
	Administrators		
	Counselors		
	Other		

Part II: Postsecondary Report

Include only those students who graduated from a high school in the consortia.

College Name:

Prepared by:

Unless otherwise specified, all questions in Part II refer to the HS Class of 2005	Number	%
II-a. HS CP completers enrolled at the community college		
HS CTP completers enrolled at the community college		
HS CP/CTP (both) completers enrolled at the community college		
HS Vocational completers enrolled at the community college		
HS General completers enrolled at the community college		
II-b. Mean GPA for HS CP completers		NA
Mean GPA for HS CTP completers		NA
Mean GPA for HS CP/CTP (both) completers		NA
Mean GPA for HS Vocational completers		NA
Mean GPA for HS General completers		NA
II-c. HS CP completers taking remedial English		
HS CTP completers taking remedial English		
HS CP/CTP(both) completers taking remedial English		
HS Vocational completers taking remedial English		
HS General completers taking remedial English		
II-d. HS CP completers taking remedial reading		
HS CTP completers taking remedial reading		
HS CP/CTP (both) completers taking remedial reading		
HS Vocational completers taking remedial reading		
HS General completers taking remedial reading		
II-e. HS CP completers taking remedial math		
HS CTP completers taking remedial math		
HS CP/CTP (both) completers taking remedial math		
HS Vocational completers taking remedial math		
HS General completers taking remedial math		
II-f. Mean hours of credit earned for HS CP completers		NA
Mean hours of credit earned for HS CTP completers		NA
Mean hours of credit earned for HS CP/CTP (both) completers		NA
Mean hours of credit earned for HS Vocational completers		NA
Mean hours of credit earned for HS General completers		NA

II-g. Total hours of articulated credit awarded by the college to members of the HS Class of 2005		NA
II-h. Total hours of technical credit awarded (Huskins and concurrent) by the college to members of the HS class of 2005		NA
II-i. For the HS Class of 2003 , list the number and percentage of College Tech Prep (CTP and CP/CTP) completers who graduated with an associate degree (AS, AA, AFA, AAS)		
II-j. For the HS Class of 2002 , list the number and percentage of College Tech Prep (CTP and CP/CTP) completers who are employed		
II-k. For the HS Class of 2002 , list the mean initial salary for College Tech Prep (CTP and CP/CTP) completers who are employed		
II-l. Please list below (in bullet format) the major findings of your evaluation efforts as required by the RFP: (Use additional sheets if needed)		
II-m. Based upon the major findings of your evaluation efforts, list (in bullet format) your College Tech Prep improvement strategies: (Use additional sheets if needed)		
II-n. During the 2005-2006 academic year how many hours of professional development were provided, using College Tech Prep funds, for each of the following:		# Participant s
	Career Tech Faculty	
	Non Career Tech Faculty	
	Administration	
	Counselors	
	Other	
II-o. For the HS Class of 2005 , the number of CTP students receiving services at the Community College from WIA (Workforce Investment Act).		
	Tutoring	
	Alternative Secondary School Services	
	Summer Employment	
	Paid and Unpaid Work Experience	
	Occupational Skill Training	
	Leadership Development	
	Follow-up Services /Supportive Services	
	Adult Mentoring	
Guidance and Counseling		

Appendix E

COLLEGE TECH PREP Enhancement GRANT July 1, 2006 - June 30, 2008 SUMMARY OF ARTICULATED CURRICULUM AGREEMENTS

Articulation is a cooperative partnership process that involves high schools, the community college, and industry. Articulation efforts facilitate continuity and coherence to a student's education from one level to another without experiencing delay, duplication of courses, or loss of credit. Articulation agreements link high schools and community college curriculum. Agreements that are developed identify the secondary courses or competencies that enable students to articulate, without remediation, courses at the postsecondary level. Articulation is viewed as an opportunity for students to acquire the advanced skills they need to excel in tomorrow's workplace.

"Granting credit through articulation is neither the strength nor the potential of College Tech Prep. Getting students through school as quickly as possible is not the point; neither is getting all community college students into the university. A more appropriate objective for the majority of students is to provide them with a smooth, seamless, and logical transition from high school to community college and beyond - and an opportunity to acquire the advanced skills they need to excel in tomorrow's workplace." (Hull, D. 1993. Opening Minds, Opening Doors, The Rebirth of American Education. CORD Communications, p. 152)

Consortium members applying for grants will abide by the *Comprehensive High School to Community College articulation agreement* and are encouraged to articulate additional courses documented by attaching a copy of any local articulation agreement. Below is a sample template for documenting local articulated credit.

Consortium Name:				
Program Name	High School		Community College	
	Course Number	Course Name	Course Number	Course Name
Arts and Sciences				
Agriculture and Natural Resources				
Biological and Chemical Technologies				
Business Technologies				
Commercial and Artistic Production Technologies				
Construction Technologies				
Engineering Technologies				
Health Sciences				
Industrial Technologies				
Public Service Technologies				
Transportation Technologies				

Appendix F

C. COLLEGE TECH PREP RFP CHECKSHEET

Ensure each submitted Proposal includes and/or meets the following:

- | | | |
|-------|--|--------------------------|
| _____ | Title and Authorization | (Page 1 of Proposal) |
| _____ | General Assurances | (Page 2 of Proposal) |
| _____ | Budget Form(s) | (Page 3 of Proposal) |
| _____ | One Page Executive Summary | (Page 4 of Proposal) |
| _____ | Narrative Description | (Pages 5-16 of Proposal) |
| | Prior Implementation | |
| | Establishment of Need | |
| | Project Description | |
| | Outcomes | |
| _____ | Summary of Articulated Curriculum Agreements | |
| _____ | Copy of CTP Four-Year Plan | |
| _____ | Submit a total of eight (8) copies of the Proposal. Four (4) copies must include the original signatures of the superintendent(s) and the community college president(s) in <u>blue ink</u> on the Title and Authorization Page and the General Assurances Page. | |
| _____ | All required copies of the proposal must arrive in the office of Robert J. Witchger by 5 P.M. on Friday, April 7, 2006. | |

Appendix G

COLLEGE TECH PREP ENHANCEMENT GRANT (Sample)

July 1, 2006 - June 30, 2008

PROPOSAL RATING FORM

CONSORTIUM NAME:

(indicate all community college and LEA names)

The maximum number of points available is 100 point

POINTS

Prior Implementation (0 - 20 points)

Secondary: 10 points _____

Postsecondary: 10 points _____

Describe previous College Tech Prep efforts

- Student outcomes from all funding sources.
- If you have been a funded CTP project, summarize information from the data packet and provide rationale as to its outcomes.
- How has this data been used to improve Career Technical Education and CTP
- Previous grants activities may have shown: A reduction in remediation; Increase in CTP credits earned and awarded; Increase in CTP completing postsecondary education /working; Increase in secondary and postsecondary professional development;
- Provide a concise overview of the need for additional funding for your College Tech Prep program on a secondary and postsecondary level.

Comments: _____

Establishment of Need (0-20 points)

Secondary: 10 points _____

Postsecondary: 10 points _____

Describe the processes that were used to establish the need for this project, and to develop the consortia's CTP Four-Year Plan.

- Describe if the needs are coordinated and the specific need this program addresses on the secondary and post secondary level
- Proposal establishes the need for CTP activities.

Comments: _____

Project Description and Relationship to Four-Year Plan (0-30 points) _____**Secondary: 15 points** _____**Postsecondary: 15 points** _____

- Describe for both the secondary and postsecondary levels,
- The purpose of the College Tech Prep project, objectives, strategies, evaluation, criteria, budget, tasks to be accomplished, timelines, and the persons that comprise the project management team. This can also include descriptions of collaborative efforts among and between secondary and postsecondary institutions, as well as partnerships with business and industry. The project must be tied to the CTP Four-Year Plan. Describe how the budget and associated equipment costs (if any) will be used to support the project activities.
- On the Secondary and Post Secondary Level the Proposed Project can: Address the identified needs for the Local Consortia the four year plan and/or State Strategic Plan, reduce remediation for high school graduates, increase seamless transition for secondary to postsecondary, increase stakeholder involvement, etc. Does the plan incorporate sound program planning principles, clearly show collaboration between education, business and industry, and can the plan be adequately addressed within the two year cycle.

Comments: _____

Proposed Outcomes (0-30 points) _____**Secondary: 15 points** _____**Postsecondary: 15 points** _____

- Describe specific outcomes on a secondary and postsecondary level that will be achieved from the project.
- All projects must describe the process for measuring College Tech Prep program completers' academic and technical competencies.
- All consortia must be able to report the information attached on the Data Sheet provided in Appendix D.

Comments: _____

Overall Review: _____

Reviewer's

Name: _____ Date: _____

Check those that apply:

Reviewer Form: ☐ Mountains ☐ Piedmont ☐ Coast and employed by ☐ Secondary ☐ Post Secondary ☐ other

Appendix G

REQUEST FOR PROPOSAL

FOR

COLLEGE TECH PREP

Innovation/Demonstration Grant

(July 1, 2006 - June 30, 2008)

TITLE II

CARL D. PERKINS

**VOCATIONAL AND TECHNICAL
EDUCATION ACT OF 1998**

***Proposal Submission Due Date
Friday, April 7, 2006***

Issued by

**North Carolina Community College System, H. Martin Lancaster, President
State Board of Community Colleges, Hilda Pinnix-Ragland, Chair**

and

**Department of Public Instruction, Dr. June St. Clair Atkinson, State Superintendent
Public Schools of North Carolina, State Board of Education, Howard N. Lee, Chairman**

The North Carolina Community College System and the Public Schools of North Carolina do not discriminate in their employment practices and offer all programs, activities, and services without regard to race, color, gender, disability, religion, age, political affiliation, or national origin.

College Tech Prep Innovation/Demonstration Grant
July 1, 2006- June 30, 2008

Proposal Submission Due Date
Friday, April 7, 2006

INTRODUCTION

The purpose of the Carl D. Perkins Vocational and Technical Education Act of 1998, Title II, is to make the United States more competitive in the world economy by developing more fully the academic and technical skills of all segments of the population. This purpose will primarily be achieved through improved educational programs leading to academic and technical competencies needed in a technologically advanced society.

College Tech Prep (CTP)

- Combines, at a minimum, two years of secondary, and two years of postsecondary education;
- Integrates academic, vocational/technical instruction, and utilizes work-based or worksite learning where appropriate and available;
- Provides technical preparation in a career field such as engineering technology, applied science, a mechanical, industrial, or practical art or trade, agriculture, health occupations, business, or applied economics;
- Builds student competence in mathematics, science, reading, writing, communications, economics, and workplace skills through applied, contextual academics and integrated instruction, in a coherent sequence of courses;
- Leads to an associate or baccalaureate degree or a 2-year postsecondary certificate in a specific career field; and,
- Leads to placement in appropriate employment or to further education.

The goal of the North Carolina State Board of Education is to prepare high school graduates for a CTP or College/University Prep course of study. These students should be better equipped to enter postsecondary education and to enter the workforce with technological skills appropriate for the majority of new jobs.

Vision and Mission of College Tech Prep

CTP in North Carolina has the vision of developing a well-educated high-performance workforce through strategic partnerships with business, secondary and postsecondary education, and economic and workforce development. The goal of CTP is to prepare students for employment and continuous learning through challenging, rigorous, and integrated academic and technical education.

CTP is a seamless educational strategy that begins in the ninth grade, continues through high school into the community college, and continues with a student obtaining a 2-year associate degree, 2-year certificate, or completion of a 2-year registered apprenticeship. CTP combines a rigorous academic core of courses with a focused sequence of technical courses in a career pathway. Students who excel in their high school technical courses may receive college credit for college classes when those classes have comparable competencies. High school CTP students may align their high school courses to any community college Associate in Applied Science Degree program. Eligible CTP curricula are found in all of the occupational career pathways.

CTP helps prepare students to enter and succeed in a career, by requiring cooperation and mutual collaboration of educators, employers, families, and policy makers in the community. CTP requires the same high level of achievement for all students and recognizes and addresses a variety of learning styles. CTP integrates practical applications into academics and encourages critical thinking and lifelong learning. The curriculum structure provides students with two-year degree and four year degree options, keeping the options open through a rigorous curriculum.

This grant provides funds to consortia of local educational agencies and postsecondary educational institutions which provide CTP education programs that lead to a two-year associate degree and/or a two-year certificate and/or a two-year registered apprenticeship program and lead to placement in appropriate employment or to further education. Systemic, strong, comprehensive links between secondary schools and postsecondary education institutions should be persistent elements of these partnerships.

Purpose

In the planning of grant proposals, applicants are encouraged to consider the basic principles of the U.S. Department of Education program “No Child Left Behind.” Through the years, CTP has delivered on many of the principles of No Child Left Behind through its innovations and enhancements. North Carolina CTP continually seeks stronger accountability, increased flexibility through local planning, expanded options for students, creative ways to involve parents, and emphasis on teaching methods that have been proven to work including contextual learning methods.

This request for proposal seeks creative and innovative ideas that will **enhance** CTP activities in local communities.

MINIMUM PROGRAM CHARACTERISTICS

Each CTP consortia must have on file:

- a. a signed articulation agreement between participants in the consortium;
- b. a CTP Four-Year Plan;
- c. a prepared curriculum matrix that lists competencies or tasks being taught and/or projected to be taught at each level;
- d. a published CTP course of study guide;
- e. established collaboration and partnership agreements with business, industry, labor, and other organizations and agencies;
- f. provisions for equal access to the full range of CTP programs for special populations that includes the development of program services appropriate to meet their needs;
- g. provisions for preparatory services that assist all CTP participants;
- h. publications to students, guidance counselors, teachers, business and industry, parents, and the community-at-large about the CTP program. This includes sample schedules with course alignments that detail secondary and postsecondary components.

Joint Policy

A joint policy between the North Carolina State Board of Education and the North Carolina State Board of Community Colleges emphasizes that the planned high school component of the CTP program shall operate within a framework that includes:

- a. competencies for all academic courses, as outlined in the state Standard Course of Study with student mastery at grade level or better;
- b. math requirements of Algebra I, Geometry, and Algebra II; or Algebra I, Tech Math I, and Tech Math II; or Integrated Math I, Integrated Math II, and Integrated Math III;
- c. science course sequence with competencies that relate to a CTP associate degree career cluster;
- d. four technical credits related to an articulated career cluster, one of which must be a completer course credit;
- e. appropriate contemporary technology course sequences that utilize computer-assisted learning, scientific principles and concepts; integration of basic skills; higher-order thinking and problem-solving skills; and usage of current technology equipment;
- f. achievement standards for students that meet or exceed national or state performance measures;
- h. a comprehensive career guidance program, built upon objective base data, which assists every student in grades 7-14 to identify aptitudes, interests, and career options, and to select the appropriate academic or technical course of study.

The joint policy also emphasizes that the planned community college component of the CTP program should:

- a. articulate with high school programs to assure that competency repetition is minimized;
- b. be designed with employer input to meet current technology requirements of the employing market;
- e. meet or exceed state, regional, and national standards and/or accreditation requirements for the curriculum;
- f. be accredited/certified by the appropriate agency, when required, as a condition of curriculum offering or employability of the graduate.

FUNDING PRIORITIES FOR INNOVATION/DEMONSTRATION GRANTS

CTP consortia that submit a proposal for an innovation/demonstration grant in 2006 - 2008 must include **one** or more of the following:

- Create a postsecondary model that establishes an advanced associate degree program for high school CTP completers.
- Create counseling and student services models that provide innovative interventions and equal access to CTP programs with an emphasis on non-native English speakers, under-represented populations, and students with financial and academic barriers.
- Develop an innovative program that focuses on high growth industries and/or new and emerging occupations. These efforts must be supported with well defined labor market data.
- Other innovative strategies as determined and justified by the consortia meeting CTP guidelines.

FUNDING CATEGORIES

Consortia members may apply for innovation/demonstration grants in **one or more** of the following partnerships:

Category	Consortium Description	Consortia May Apply For The Following Number of Grants
1	Local Educational Agency(ies) and Postsecondary Educational Institution(s)	1
2	High School(s) and Postsecondary Institution(s)	1
3	High School Staff Member(s) and Postsecondary Staff Member(s)	unlimited

BUDGET DEVELOPMENT GUIDELINES

Grant funds are to be distributed to consortia of local educational agency(ies) and postsecondary education institution(s). The Innovation/Demonstration grants must focus on the funding priorities outlined in this proposal (see **Funding Priorities for Innovation/Demonstration Grants**). The grant will accommodate multi-member consortia. The funds will be distributed by the grant's fiscal agents among members of the consortium based on the proposal's budget. One secondary and one postsecondary consortium member must be designated as the grant's fiscal agents. The grant's budget will be shared by the consortium with 2/3 of the budget assigned to the secondary members and 1/3 of the budget assigned to the postsecondary members. ***The project description must clearly and concisely address what activities will take place at the secondary education level and what activities will take place at the postsecondary education level. The budget must address the project description at both the secondary and postsecondary level.*** Consortia members may be awarded enhancement grants as well as multiple innovation/demonstration grants.

Approximately \$500,000 will be available to fund CTP Innovation/Demonstration Grants each year of the biennium. Each project must be of significant size, scope, and quality to be effective in achieving the objectives and outcomes of the project as identified in the proposal. Consortia may apply for funds for a **two-year period - July 1, 2006, through June 30, 2008.**

The grant proposal should document the plans for the two years of the project. Either educational agency may elect not to participate in the second year of the program. Cancellation of the second year by the Public Schools of North Carolina (PSNC) and the North Carolina Community College System (NCCCS) will result from the grant recipient's demonstrated inability to carry out the objectives and outcomes of the project. All funding is contingent upon receipt of funds from the U.S. Department of Education and/or a change in new legislation.

Grant funds will only be used to support articulated College Tech Prep curricula or the development of additional articulated CTP curricula. Innovation/Demonstration Grant budget may be used to fund approved project activities which are identified below:

Description of Approved Project Activities
Salaries (Supplemental pay, stipends, and released time to teachers and instructors for developing curriculum matrix and ancillary materials, for work outside the contract period)
Fringe Benefits
Purchased Services (Travel and subsistence, professional staff development, telephone, postage, marketing materials)
Supplies and Materials (must support articulated curriculum)
Equipment (must support articulated curriculum)

Budget Constraints

- a. **NO ADMINISTRATIVE PERSONNEL COSTS CAN BE PAID FROM THE GRANT'S BUDGET.**
- b. A coordinator for the CTP project and any necessary technical assistance must be provided by the consortium. However, the coordinator's salary, benefits, etc., or administrative salaries, benefits, etc., will not be paid from the grant's budget.
- c. A minimum of 10% of the budget must be used to support the CTP program evaluation.
- d. Expenditures of these funds must be used only to support approved project objectives and outcomes.
- e. Only expenses that support the articulated CTP curriculum or the development of additional articulated CTP curricula will be eligible for funding.
- f. Food items and facility rental **cannot** be purchased using the grant's budget.

PROPOSAL DEVELOPMENT GUIDELINES

To be considered, a proposal that is submitted must follow these established guidelines:

- a. The proposal should be prepared simply and economically. It should provide a straightforward and concise description of capabilities to satisfy the requirements of the proposal listed under **Funding Priorities**. Emphasis should be placed on completeness and clarity of content.

NOTE: Proposals that fail to follow the established guidelines for submission **may be ineligible** for a review. Proposals that fail to submit all information by the submission deadline **will be ineligible** for a review.

- b. All information requested must be submitted. Mandatory requirements are those required by law, regulation, policy, or are such that they cannot be waived, and are not subject to negotiation.

c. Each proposal must include the following seven elements:

- 1. **Title and Authorization Page** must be submitted as page 1 of the proposal. See Appendix A in the RFP. The LEA superintendent(s) and community college president(s) must **sign four copies** of this page with original signatures in **blue** ink.
- 2. **General Assurances Page** must be submitted as page 2 of the proposal. See Appendix B in the RFP. The LEA superintendent(s) and community college president(s) **must sign four copies** of this page with original signatures in **blue** ink.

3. **Budget Form** must be submitted as page 3 of the proposal. (See Appendix C) The budget form(s) will identify the use of funds from July 1, 2006 through June 30, 2007 and July 1, 2007 through June 30, 2008. The allocation of these funds for the fiscal year beginning July 1, 2006 is contingent upon availability of funds from the U.S. Department of Education and/or change in legislation. Budgets submitted must reflect the first of two years (2006-2008) of the CTP Four-Year Plan submitted. Funds must be used in accordance with the PSNC Fiscal & Policy Guide/A Guide for Administering Vocational/Technical Education and the NCCCS Accounting Procedures Manual.

NOTE: If the budget will include any salaried positions, then the Summary of Salaried Positions budget form must be included as page 3a in the proposal that is submitted. See Appendix C.

NOTE: If the budget will include any equipment costs, then the Equipment List budget form must be included as page 3b in the proposal that is submitted. See Appendix C.

4. **One page Executive Summary** must be submitted as page 4 of the proposal.
5. **Narrative Description** (pages 5-16 of the proposal that is submitted). In order to receive the maximum number of points in each category, the reviewer must clearly be able to determine what activities have taken/will take place at the secondary education level and what activities have taken/will take place at the postsecondary education level. Failure to clearly address objectives and strategies at both the secondary and postsecondary level will reduce the rating of the proposal. The format of the narrative description (including the 100 point distribution used for the review) is explained below.

Prior Implementation (15 points)

Describe previous CTP efforts and **student** outcomes from all funding sources. Provide a concise overview of the need for additional funding for your CTP program.

Establishment of Need (25 points)

Describe the processes that were used to establish the need for this project, and to develop the consortia's CTP Four-Year Plan.

Project Description and Relationship to Four-Year Plan (40 points)

Describe, for both the secondary and postsecondary levels, the purpose of the CTP project, objectives, strategies, evaluation, criteria, budget, tasks to be accomplished, timeliness, and the persons that comprise the project management team. This can also include descriptions of collaborative efforts among and between secondary and postsecondary institutions, as well as partnerships with business and industry. The project must be tied to the CTP Four-Year Plan.

Describe how the budget and associated equipment costs (if any) will be used to support the project activities.

Outcomes (20 points)

Describe specific outcomes that will be achieved from the project. All projects must describe the process for measuring CTP program completers' academic and technical competencies.

The narrative description (pages 5-16 of the proposal) must:

- (1) not exceed twelve (12) pages
- (2) be printed on one side of standard size (8 1/2" x 11") unruled, white, bond paper using 1" margins at top, bottom, left, and right
- (3) be double-spaced using an unaltered 12 point type
- (4) include page numbers centered at the bottom of each page beginning with page number five (5) and ending with page number sixteen (16) if the narrative description is twelve (12) pages in length

Narrative may include charts, tables, and bulleted lists.

6. **Summary of Articulated Curriculum Agreements** which is (are) the **last page(s)** of the proposal. See Appendix E in the RFP. These pages are in addition to the 16-page limit. Articulation agreements must also be on file in each of the consortium member's office.

NOTE: If consortia are using the NC High School-to-Community College Articulation Agreement, a statement to that effect will suffice and courses do not need to be listed. If other courses in addition to those on the statewide agreement have been articulated, list them on the forms in Appendix E.

7. A Copy of the CTP Four-Year Plan

d. DO NOT:

- (1) use notebooks or binding for proposals
- (2) attach letters of endorsement or sample materials
- (3) fax any proposals

INSTRUCTIONS FOR SUBMITTING A PROPOSAL

- a. All seven components of the proposal (see proposal check sheet in Appendix F) must be presented according to guidelines and specifications of this proposal (see **Proposal Development Guidelines**).

SUBMIT A TOTAL OF EIGHT (8) COPIES OF THE PROPOSAL.

FOUR (4) COPIES OF THE PROPOSAL MUST INCLUDE THE ORIGINAL SIGNATURES OF THE SUPERINTENDENT(S) AND COMMUNITY COLLEGE PRESIDENT(S) IN BLUE INK ON THE FOLLOWING PAGES:

Page 1 Title and Authorization Page

Page 2 General Assurances Page

NO FAX COPIES WILL BE ACCEPTED !!!

- b. **ALL REQUIRED COPIES OF THE PROPOSAL MUST ARRIVE IN THE OFFICE OF ROBERT WITCHGER BY 5 P.M. ON Friday, April 7 2006**

**SUBMIT TO: Robert J. Witchger
Associate Director for College Tech Prep
NC Community College System Office
5016 Mail Service Center
200 West Jones Street
Raleigh, NC 27699-5016**

- d. Questions regarding proposals may be directed to:

Ted Summey
Section Chief, CTE Support Services
NC Department of Public Instruction
Phone: (919) 807-3870
E-mail: tsummey@dpi.state.nc.us

Robert J. "Bob" Witchger
Associate Director of College Tech
Prep
NC Community College System Office
Phone: (919) 807-7126
E-mail: witchgerb@nccommunitycolleges.edu

GRANT PROPOSAL REVIEW AND SELECTION PROCESS

Each application will be evaluated by a panel of five or more individuals. Following this review of applications, results will be statistically compiled to obtain the individual proposal score. The proposals will be rated using the Rating Form in the RFP (see Appendix G). Ensure that the proposal is properly completed and submitted. Grants which do not meet minimum proposal requirements may not be evaluated. Consortia will be rank ordered by their individual proposal scores, and will be awarded funds (highest score to lowest score) until the funds allotted for Innovation/Demonstration Grants are exhausted.

Review panel members will be instructed to give special consideration to applications that address the Funding Priorities for Innovation/Demonstration Grants listed on **pages 5-6** of this RFP.

REPORTING REQUIREMENTS

Once a proposal has been funded, each consortium must submit an interim report by June 30, 2007 and a final report by June 30, 2008. As a minimum, the report must include for each consortium member:

- a. an executive summary of the project's accomplishments;
- b. a description of the consortia best practice;
- c. a description of the objectives and outcomes resulting from the project to include a copy of revisions to articulation agreements, policy agreements, program agreements, and program completion data;
- d. a timeline schedule that indicates the persistence of CTP activities and processes;
- e. an explanation of expenditures as they relate to the objectives and outcomes.

All grant recipients will document CTP program completers' academic and technical competency achievement, and support the integration of academic and technical program curriculum. Assessment of completers is to take place at the completion of the high school component of the program as well as during the postsecondary two-year program. Each grant recipient will document the results from an annual review of transcripts to determine students' progress in completing the requirements for the CTP career majors.

Appendix A
COLLEGE TECH PREP INNOVATION/DEMONSTRATION GRANT
July 1, 2006 - June 30, 2008
Title and Authorization Page

Project
Title: _____

LEA Fiscal
Agent: _____

Community College Fiscal
Agent: _____

Consortium
Members: _____

LEA Contact
Name: _____

Phone: _____

E-mail: _____

Fax: _____

Community College Contact
Name: _____

Phone: _____

E-mail: _____

Fax: _____

Total Funds
Requested: _____

2006-07

2007-08: _____

Authorization

We, the undersigned have read and understand the requirements contained in the grant's request for proposal and hereby make application for the funds. Furthermore, we agree to adhere to the general assurances specified in the proposal. All expenditures will be in compliance with the grant requirements.

Superintendent(s) Signature(s)

Date

Community College President(s) Signature(s)

Date

Appendix B
COLLEGE TECH PREP INNOVATION/DEMONSTRATION GRANT
July 1, 2006 - June 30, 2008
General Assurances Page

We agree to comply with the following:

1. To provide the appropriate administrative supervision and support necessary to foster success of the project.
2. To operate under a written articulation agreement, policy agreement, and program agreement.
3. To work cooperatively with the U. S. Department of Education, Public Schools of North Carolina, and the North Carolina Community College System in monitoring and evaluating the program and to submit evaluation data as requested.
4. To document CTP program completer's academic and technical achievement by using nationally recognized assessment instruments.
5. To supplement, expand, and not supplant funding for existing programs, activities or services.
6. To demonstrate commitment to the project by providing:
 - a. Appropriate time and personnel to complete the objectives and outcomes of the project;
 - b. All overhead costs, classrooms, and laboratories.
7. To ascertain that members of the consortium are in compliance with applicable federal and state laws to promote equal opportunity for all participants without regard to race, color, religion, gender, age, disability, political affiliation or national origin.
8. To provide programs, services, and activities that conform to the applicable standards of performance and measures of effectiveness required of academic and technical education programs in North Carolina.
9. To attest that all funds will be used to support the cost of only those activities described in the proposal and approved by the State Board of Education and the State Board of Community Colleges.
10. To establish such fiscal control and accounting procedures as may be necessary for proper disbursement of and accounting for all project funds.
12. To have an audit made in accordance with Circular A-128 pursuant to the Single Audit Act of 1984, if awarded \$25,000 or more.

<hr/>	<hr/>
<hr/>	<hr/>
Superintendent(s) Signature(s)	Date
<hr/>	<hr/>
<hr/>	<hr/>
Community College President(s) Signature(s)	Date

Appendix C

COLLEGE TECH PREP INNOVATION/DEMONSTRATION GRANT

July 1, 2006 - June 30, 2008

PROPOSED BUDGET

LEA Fiscal Agent: _____

Community College Fiscal Agent:

ACCOUNT CLASSIFICATION		SECONDARY FUNDING		POSTSECONDARY FUNDING	
		2006-2007	2007-2008	2006-2007	2007-2008
INSTRUCTIONAL PROGRAMS:					
Salaries*					
Employee Benefits					
Purchased Services					
CTP Program Evaluation					
Supplies & Materials					
Capital Outlay**					
SUPPORTING SERVICES:					
Salaries*					
Employee Benefits					
Purchased Services					
Supplies & Materials					
Capital Outlay**					
Other Objects					
Indirect Costs					
COLUMN TOTALS:					

NOTE: * Appendix C (page 2 of 3) must also be completed which is the Summary of Salaried Positions.

** Appendix C (page 3 of 3) must also be completed which is the Equipment List.

All approved proposals must submit an appropriate line item budget in accordance with the two State agencies.

APPENDIX C
COLLEGE TECH PREP INNOVATION/DEMONSTRATION GRANT
 July 1, 2006 - June 30, 2008
PROPOSED BUDGET
 Summary of Salaried Positions

Number of People		Description of Activities	Amount of Time (Total Hours)	Budgeted Amount
Secondary:				
Postsecondary:				

No Administrative Costs Can Be Paid From The Grant Budget

Appendix C
COLLEGE TECH PREP INNOVATION/DEMONSTRATION GRANT
July 1, 2006 - June 30, 2008
PROPOSED BUDGET
Equipment List

LEA(S):

Description of Item	Quantity	Unit Cost	Total Cost (Qty x Unit Cost)	O / R*	Name of Articulated Program where equipment is to be used
TOTAL BUDGETED AMOUNT			\$		

COMMUNITY
 COLLEGE:

Description of Item	Quantity	Unit Cost	Total Cost (Qty x Unit Cost)	O / R*	Name of Articulated Program where equipment is to be used
TOTAL BUDGETED AMOUNT			\$		

* **O** for an Original Purchase; **R** for a Replacement Purchase
 Account for all expenditures in the capital outlay budget codes.

Appendix D
2006 College Tech Prep Report

(SAMPLE) Data Packet

Key to Abbreviations:

CP -College Prep	CTP -College Tech Prep	CP/CT -Both CP & CTP
AA -Associate in Arts	AS -Associate in Science	AAS -Associate in Applied
Science		
HS -High School	AFA - Associate in Fine Arts	RFP -Request for Proposal

Part I: Secondary Report

LEA:

Prepared by:

Unless otherwise specified, all questions in Part I refer to the High School Class of 2006	Number	%
I-a. For the HS Class of 2006, list the postsecondary intentions of College Tech Prep completers (CTP <u>and</u> CP/CT) by LEA:		
Four-year College or University		
Two-year Community College		
Military		
Employment		
Two-year Registered Apprenticeship		
I-b. For the HS Class of 2006, list (according to SIMS, Report 195, Part 2) the following information by LEA:		
College University Prep		
College Tech Prep		
CUP/CTP (both)		
Career Prep		
Occupational		
I-c. For the HS Class of 2006, list (according to SIMS, Report 195, Part 3) the overrides by LEA:		
College University Prep		
College Tech Prep		
CUP/CTP (both)		
Career Prep		
Occupational		

I-d. For the HS Class of 2006, the number of CTP students receiving services from WIA (Workforce Investment Act).		Number
	Tutoring	

	Alternative Secondary School Services		
	Summer Employment		
	Paid and Unpaid Work Experience		
	Occupational Skill Training		
	Leadership Development		
	Supportive Services		
	Adult Mentoring		
	Follow-up Services		
	Guidance and Counseling		
I-e. For the HS class of 2006, indicate the number of credit hrs earned by CTP students.	Articulation		
	Concurrent Enrollment		
	Huskins Courses		
I-f. Please list below (in bullet format) the major findings of your evaluation of your HS efforts as required by the RFP: (Use additional sheets if needed)			
I-g. Based upon the major findings of your evaluation of your HS efforts, list (in bullet format) your College Tech Prep improvement strategies: (Use additional sheets if needed)			
I-h. During the 2005-2006 academic year, how many hours of professional development were provided, using College Tech Prep funds, for each of the following:		# Participants	Total Contact Hours
	Career Tech Faculty		
	Non Career Tech Faculty		
	Administrators		
	Counselors		
	Other		

Part II: Postsecondary Report**Include only those students who graduated from a high school in the consortia.**

College Name:

Prepared by:

Unless otherwise specified, all questions in Part II refer to the HS Class of 2005	Number	%
II-a. HS CP completers enrolled at the community college		
HS CTP completers enrolled at the community college		
HS CP/CTP (both) completers enrolled at the community college		
HS Vocational completers enrolled at the community college		
HS General completers enrolled at the community college		
II-b. Mean GPA for HS CP completers		NA
Mean GPA for HS CTP completers		NA
Mean GPA for HS CP/CTP (both) completers		NA
Mean GPA for HS Vocational completers		NA
Mean GPA for HS General completers		NA
II-c. HS CP completers taking remedial English		
HS CTP completers taking remedial English		
HS CP/CTP(both) completers taking remedial English		
HS Vocational completers taking remedial English		
HS General completers taking remedial English		
II-d. HS CP completers taking remedial reading		
HS CTP completers taking remedial reading		
HS CP/CTP (both) completers taking remedial reading		
HS Vocational completers taking remedial reading		
HS General completers taking remedial reading		
II-e. HS CP completers taking remedial math		
HS CTP completers taking remedial math		
HS CP/CTP (both) completers taking remedial math		
HS Vocational completers taking remedial math		
HS General completers taking remedial math		
II-f. Mean hours of credit earned for HS CP completers		NA
Mean hours of credit earned for HS CTP completers		NA
Mean hours of credit earned for HS CP/CTP (both) completers		NA
Mean hours of credit earned for HS Vocational completers		NA
Mean hours of credit earned for HS General completers		NA

II-g. Total hours of articulated credit awarded by the college to members of the HS Class of 2005		NA
II-h. Total hours of technical credit awarded (Huskins and concurrent) by the college to members of the HS class of 2005		NA
II-i. For the HS Class of 2002 , list the number and percentage of College Tech Prep (CTP <u>and</u> CP/CTP) completers who graduated with an associate degree (AS, AA, AFA, AAS)		
II-j. For the HS Class of 2004 , list the number and percentage of College Tech Prep (CTP <u>and</u> CP/CTP) completers who are employed		
II-k. For the HS Class of 2004 , list the mean initial salary for College Tech Prep (CTP <u>and</u> CP/CTP) completers who are employed		
II-l. Please list below (in bullet format) the major findings of your evaluation efforts as required by the RFP: (Use additional sheets if needed)		
II-n. During the 2004-2005 academic year how many hours of professional development were provided, using College Tech Prep funds, for each of the following:		# Participant s
	Career Tech Faculty	
	Non Career Tech Faculty	
	Administration	
	Counselors	
	Other	
II-o. For the HS Class of 2005 , the number of CTP students receiving services at the Community College from WIA (Workforce Investment Act).		
	Tutoring	
	Alternative Secondary School Services	
	Summer Employment	
	Paid and Unpaid Work Experience	
	Occupational Skill Training	
	Leadership Development	
	Follow-up Services /Supportive Services	
	Adult Mentoring	
	Guidance and Counseling	

Appendix E

COLLEGE TECH PREP INNOVATION/DEMONSTRATION GRANT July 1, 2006 - June 30, 2008 SUMMARY OF ARTICULATED CURRICULUM AGREEMENTS

Articulation is a cooperative partnership process that involves high schools, the community college, and industry. Articulation efforts facilitate continuity and coherence to a student's education from one level to another without experiencing delay, duplication of courses, or loss of credit. Articulation agreements link high schools and community college curriculum. Agreements that are developed identify the secondary courses or competencies that enable students to articulate, without remediation, courses at the postsecondary level. Articulation is viewed as an opportunity for students to acquire the advanced skills they need to excel in tomorrow's workplace.

"Granting credit through articulation is neither the strength nor the potential of College Tech Prep. Getting students through school as quickly as possible is not the point; neither is getting all community college students into the university. A more appropriate objective for the majority of students is to provide them with a smooth, seamless, and logical transition from high school to community college and beyond - and an opportunity to acquire the advanced skills they need to excel in tomorrow's workplace." (Hull, D. 1993. Opening Minds, Opening Doors, The Rebirth of American Education. CORD Communications, p. 152)

Consortium members applying for grants will abide by the *North Carolina to High School to Community College Articulation Agreement* and are encouraged to articulate additional courses documented on the form below or by attaching a copy of additional local articulation agreements to this appendix E.

Consortium Name:				
Program Name	High School		Community College	
	Course Number	Course Name	Course Number	Course Name
Arts and Sciences				
Agriculture and Natural Resources				
Biological and Chemical Technologies				
Business Technologies				
Commercial and Artistic Production Technologies				
Construction Technologies				
Engineering Technologies				
Health Sciences				
Industrial Technologies				
Public Service Technologies				
Transportation Technologies				

Appendix F

D. COLLEGE TECH PREP PROPOSAL CHECKSHEET

Ensure each submitted Proposal includes and/or meets the following:

- _____ Title and Authorization (Page1 of Proposal)
- _____ General Assurances (Page 2 of Proposal)
- _____ Budget Form(s) (Page 3 of Proposal)
- _____ One Page Executive Summary (Page 4 of Proposal)
- _____ Narrative Description
 - _____ Prior Implementation
 - _____ Establishment of Need
 - _____ Project Description
 - _____ Outcomes
- _____ Summary of Articulated Curriculum Agreements
- _____ Copy of CTP Four-Year Plan
- _____ Submit a total of eight (8) copies of the Proposal. Four (4) copies must include the original signatures of the superintendent(s) and the community college president(s) in blue ink on the Title and Authorization Page and the General Assurances Page.
- _____ All required copies of the proposal must arrive in the office of Robert J. Witchger by 5 P.M. on Friday, April 7, 2006.

CONSORTIUM NAME

204

Appendix H

VII. EDGAR AND OTHER CERTIFICATIONS

A. EDGAR Certifications – Secondary

The North Carolina State Board of Education assures that this plan, which serves as an agreement between State and Federal Governments under the Carl D. Perkins Career and Technical Education Improvement Act of 2006 (P.L. 109-270) will be administered in accordance with applicable Federal laws and regulations, including the following certifications and assurances:

1. The plan is submitted by the State agency that is eligible to submit the plan. [34 CFR 76.104(a)(1)]
2. The State agency has authority under State law to perform the functions of the State under the program. [34 CFR 76.104(a)(2)]
3. The State legally may carry out each provision of the plan. [34 CFR 76.104(a)(3)]
4. All provisions of the plan are consistent with State law. [34 CFR 76.104(a)(4)]
5. The State Director of Career and Technical Education has authority under State law to receive, hold, and disburse Federal funds made available under the plan. [34 CFR 76.104(a)(5)]
6. The State Director of Career and Technical Education who submits the plan, specified by title in the certification, has authority to submit the plan. [34 CFR 76.104(a)(6)]
7. The agency that submits the plan has adopted or otherwise formally approved the plan. [34 CFR 76.104(a)(7)]
8. The plan is the basis for State operation and administration of the program. [34 CFR 76.104(a)(8)]

Chairman, N. C. State Board of Education

Date

State Superintendent, N.C. Department of Public Instruction

Date

N. C. State Director, Career and Technical Education

Date

VII. EDGAR AND OTHER CERTIFICATIONS

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1. The plan is submitted by the State agency that is eligible to submit the plan. [34 CFR 76.104(a)(1)]
2. The State agency has authority under State law to perform the functions of the State under the program. [34 CFR 76.104(a)(2)]
3. The State legally may carry out each provision of the plan. [34 CFR 76.104(a)(3)]
4. All provisions of the plan are consistent with State law. [34 CFR 76.104(a)(4)]
5. The State Director of Career and Technical Education has authority under State law to receive, hold, and disburse Federal funds made available under the plan. [34 CFR 76.104(a)(5)]
6. The State Director of Career and Technical Education who submits the plan, specified by title in the certification, has authority to submit the plan. [34 CFR 76.104(a)(6)]
7. The agency that submits the plan has adopted or otherwise formally approved the plan. [34 CFR 76.104(a)(7)]
8. The plan is the basis for State operation and administration of the program. [34 CFR 76.104(a)(8)]

Chairman, N. C. Community College Board

Date

President, N. C. Community College System

Date

Director, Federal Vocational Education

Date

Appendix I

CERTIFICATION REGARDING LOBBYING

Applicants must review the requirements for certification regarding lobbying included in the regulations cited below before completing this form. Applicants must sign this form to comply with the certification requirements under 34 CFR Part 82, "New Restrictions on Lobbying." This certification is a material representation of fact upon which the Department of Education relies when it makes a grant or enters into a cooperative agreement.

As required by Section 1352, Title 31 of the U.S. Code, and implemented at 34 CFR Part 82, for persons entering into a Federal contract, grant or cooperative agreement over \$100,000, as defined at 34 CFR Part 82, Sections 82.105 and 82.110, the applicant certifies that:

(a) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the making of any Federal grant, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal grant or cooperative agreement;

(b) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal grant or cooperative agreement, the undersigned shall complete and submit Standard Form - LLL, "Disclosure Form to Report Lobbying," in accordance with its instructions;

(c) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subgrants and contracts under grants and cooperative agreements) and that all subrecipients shall certify and disclose accordingly.

As the duly authorized representative of the applicant, I hereby certify that the applicant will comply with the above certification.

NAME OF APPLICANT	PR/AWARD NUMBER AND / OR PROJECT NAME
North Carolina Department of Public Instruction	Perkins IV Transition Plan

Chairman, N. C. State Board of Education

Date

State Superintendent, N.C. Department of Public Instruction

Date

N. C. State Director, Career and Technical Education

Date

CERTIFICATION REGARDING LOBBYING

Applicants must review the requirements for certification regarding lobbying included in the regulations cited below before completing this form. Applicants must sign this form to comply with the certification requirements under 34 CFR Part 82, "New Restrictions on Lobbying." This certification is a material representation of fact upon which the Department of Education relies when it makes a grant or enters into a cooperative agreement.

As required by Section 1352, Title 31 of the U.S. Code, and implemented at 34 CFR Part 82, for persons entering into a Federal contract, grant or cooperative agreement over \$100,000, as defined at 34 CFR Part 82, Sections 82.105 and 82.110, the applicant certifies that:

(a) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the making of any Federal grant, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal grant or cooperative agreement;

(b) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal grant or cooperative agreement, the undersigned shall complete and submit Standard Form - LLL, "Disclosure Form to Report Lobbying," in accordance with its instructions;

(c) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subgrants and contracts under grants and cooperative agreements) and that all subrecipients shall certify and disclose accordingly.

As the duly authorized representative of the applicant, I hereby certify that the applicant will comply with the above certification.

NAME OF APPLICANT	PR/AWARD NUMBER AND / OR PROJECT NAME
North Carolina Community College System	Perkins IV Transition Plan

Chairman, N. C. Community College Board

Date

President, N. C. Community College System

Date

Director, Federal Vocational Education

Date

Appendix J

OMB Approval No. 0348-0040

ASSURANCES - NON-CONSTRUCTION PROGRAMS

Public reporting burden for this collection of information is estimated to average 15 minutes per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the Office of Management and Budget, Paperwork Reduction Project (0348-0040), Washington, DC 20503

PLEASE DO NOT RETURN YOUR COMPLETED FORM TO THE OFFICE OF MANAGEMENT AND BUDGET. SEND IT TO THE ADDRESS PROVIDED BY THE SPONSORING AGENCY.

Note: Certain of these assurances may not be applicable to your project or program. If you have questions, please contact the awarding agency. Further, certain Federal awarding agencies may require applicants to certify to additional assurances. If such is the case, you will be notified.

As the duly authorized representative of the applicant I certify that the applicant:

1. Has the legal authority to apply for Federal assistance, and the institutional, managerial and financial capability (including funds sufficient to pay the non-Federal share of project cost) to ensure proper planning, management, and completion of the project described in this application.
2. Will give the awarding agency, the Comptroller General of the United States, and if appropriate, the State, through any authorized representative, access to and the right to examine all records, books, papers, or documents related to the award; and will establish a proper accounting system in accordance with generally accepted accounting standards or agency directives.
3. Will establish safeguards to prohibit employees from using their positions for a purpose that constitutes or presents the appearance of personal or organizational conflict of interest, or personal gain.
4. Will initiate and complete the work within the applicable time frame after receipt of approval of the awarding agency.
5. Will comply with the Intergovernmental Personnel Act of 1970 (42 U.S.C. 4728-4763) relating to prescribed standards for merit systems for programs funded under one of the 19 statutes or regulations specified in Appendix A of OPM's Standards for a Merit System of Personnel Administration (5 C.F.R. 900, Subpart F).
6. Will comply with all Federal statutes relating to nondiscrimination. These include but are not limited to: (a) Title VI of the Civil Rights Act of 1964 (P.L. 88-352) which prohibits discrimination on the basis of race, color or national origin; (b) Title IX of the Education Amendments of 1972, as amended (20 U.S.C. 1681-1683, and 1685-1686), which prohibits discrimination on the basis of sex; (c) Section 504 of the Rehabilitation Act of 1973, as amended (29 U.S.C. 794), which prohibits discrimination on the basis of handicaps; (d) the Age Discrimination Act of 1975, as amended (42 U.S.C. 6101-6107), which prohibits discrimination on the basis of age; (e) the Drug Abuse Office and Treatment Act of 1972 (P.L. 92-255), as amended, relating to nondiscrimination on the basis of drug abuse; (f) the Comprehensive Alcohol Abuse and Alcoholism Prevention, Treatment and Rehabilitation Act of 1970 (P.L. 91-616), as amended, relating to nondiscrimination on the basis of alcohol abuse or alcoholism; (g) 523 and 527 of the Public Health Service Act of 1912 (42 U.S.C. 290 dd-3 and 290 ee 3), as amended, relating to confidentiality of alcohol and drug abuse patient records; (h) Title VIII of the Civil Rights Act of 1968 (42 U.S.C. 3601 et seq.), as amended, relating to nondiscrimination in the sale, rental or financing of housing; (i) any other nondiscrimination provisions in the specific statute(s) under which application for Federal assistance is being made; and (j) the requirements of any other nondiscrimination statute(s) which may apply to the application.
7. Will comply, or has already complied, with the requirements of Titles II and III of the uniform Relocation Assistance and Real Property Acquisition Policies Act of 1970 (P.L. 91-646) which provide for fair and equitable treatment of persons displaced or whose property is acquired as a result of Federal or federally assisted programs. These requirements apply to all interests in real property acquired for project purposes regardless of Federal participation in purchases.
8. Will comply, as applicable, with the provisions of the Hatch Act (5 U.S.C. 1501-1508 and 7324-7328) which limit the political activities of employees whose principal employment activities are funded in whole or in part with Federal funds.

9. Will comply, as applicable, with the provisions of the Davis-Bacon Act (40 U.S.C. 276a to 276a-7), the Copeland Act (40 U.S.C. 276c and 18 U.S.C. 874) and the Contract Work Hours and Safety Standards Act (40 U.S.C. 327-333), regarding labor standards for federally assisted construction subagreements.
10. Will comply, if applicable, with flood insurance purchase requirements of Section 102(a) of the Flood Disaster Protection Act of 1973 (P.L. 93-234) which requires recipients in a special flood hazard area to participate in the program and to purchase flood insurance if the total cost of insurable construction and acquisition is \$10,000 or more.
11. Will comply with environmental standards which may be prescribed pursuant to the following: (a) institution of environmental quality control measures under the National Environmental Policy Act of 1969 (P.L. 91-190) and Executive Order (EO) 11514; (b) notification of violating facilities pursuant to EO 11738; (c) protection of wetlands pursuant to EO 11990; (d) evaluation of flood hazards in floodplains in accordance with EO 11988; (e) assurance of project consistency with the approved State management program developed under the Coastal Zone Management Act of 1972 (16 U.S.C. 1451 et seq.); (f) conformity of Federal actions to State (Clear Air) Implementation Plans under Section 176(c) of the Clear Air Act of 1955, as amended (42 U.S.C. 7401 et seq.); (g) protection of underground sources of drinking water under the Safe Drinking Water Act of 1974, as amended, (P.L. 93-523); and (h) protection of endangered species under the Endangered Species Act of 1973, as amended, (P.L. 93-205).
12. Will comply with the Wild and Scenic Rivers Act of 1968 (16 U.S.C. 1721 et seq.) related to protecting components or potential components of the national wild and scenic rivers system.
13. Will assist the awarding agency in assuring compliance with Section 106 of the National Historic Preservation Act of 1966, as amended (16 U.S.C. 470), EO 11593 (identification and protection of historic properties), and the Archaeological and Historic Preservation Act of 1974 (16 U.S.C. 469a-1 et seq.).
14. Will comply with P.L. 93-348 regarding the protection of human subjects involved in research, development, and related activities supported by this award of assistance.
15. Will comply with the Laboratory Animal Welfare Act of 1966 (P.L. 89-544, as amended, 7 U.S.C. 2131 et seq.) pertaining to the care, handling, and treatment of warm blooded animals held for research, teaching, or other activities supported by this award of assistance.
16. Will comply with the Lead-Based Paint Poisoning Prevention Act (42 U.S.C. 4801 et seq.) which prohibits the use of lead-based paint in construction or rehabilitation of residence structures.
17. Will cause to be performed the required financial and compliance audits in accordance with the Single Audit Act Amendments of 1996 and OMB Circular No. A-133, ☐ Audits of States, Local Governments, and Non-Profit Organizations. ☐
18. Will comply with all applicable requirements of all other Federal laws, executive orders, regulations and policies governing this program.

SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL	TITLE State Superintendent
APPLICANT ORGANIZATION North Carolina Department of Public Instruction	DATE SUBMITTED May 4, 2007

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OMB Approval No. 0348-0040

ASSURANCES - NON-CONSTRUCTION PROGRAMS

Public reporting burden for this collection of information is estimated to average 15 minutes per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the Office of Management and Budget, Paperwork Reduction Project (0348-0040), Washington, DC 20503

PLEASE DO NOT RETURN YOUR COMPLETED FORM TO THE OFFICE OF MANAGEMENT AND BUDGET. SEND IT TO THE ADDRESS PROVIDED BY THE SPONSORING AGENCY.

Note: Certain of these assurances may not be applicable to your project or program. If you have questions, please contact the awarding agency. Further, certain Federal awarding agencies may require applicants to certify to additional assurances. If such is the case, you will be notified.

As the duly authorized representative of the applicant I certify that the applicant:

1. Has the legal authority to apply for Federal assistance, and the institutional, managerial and financial capability (including funds sufficient to pay the non-Federal share of project cost) to ensure proper planning, management, and completion of the project described in this application.
2. Will give the awarding agency, the Comptroller General of the United States, and if appropriate, the State, through any authorized representative, access to and the right to examine all records, books, papers, or documents related to the award; and will establish a proper accounting system in accordance with generally accepted accounting standards or agency directives.
3. Will establish safeguards to prohibit employees from using their positions for a purpose that constitutes or presents the appearance of personal or organizational conflict of interest, or personal gain.
4. Will initiate and complete the work within the applicable time frame after receipt of approval of the awarding agency.
5. Will comply with the Intergovernmental Personnel Act of 1970 (42 U.S.C. 4728-4763) relating to prescribed standards for merit systems for programs funded under one of the 19 statutes or regulations specified in Appendix A of OPM's Standards for a Merit System of Personnel Administration (5 C.F.R. 900, Subpart F).
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SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL	TITLE	
APPLICANT ORGANIZATION		DATE SUBMITTED

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APPENDIX K

B. Other Assurances

The North Carolina State Board of Education assures that this plan, which serves as an agreement between State and Federal Governments under the Carl D. Perkins Career and Technical Education Improvement Act of 2006 (P.L. 109-270) will be administered in accordance with applicable Federal laws and regulations, including the following certifications and assurances:

1. The State will comply with the requirements of the Act and the provisions of the State plan, including the provision of a financial audit of funds received under the Act which may be included as part of an audit of other Federal or State programs. [Sec. 122(c)(11)]
2. The State assures none of the funds expended under the Act will be used to acquire equipment (including computer software) in any instance in which such acquisition results in a direct financial benefit to any organization representing the interests of the acquiring entity or the employees of the acquiring entity, or any affiliate of such an organization. [Sec. 122(c)(12)]
3. The State will waive the minimum allocation as required in section 131(c)(1) in any case in which the local educational agency is located in a rural, sparsely populated area or is a public charter school operating secondary school career and technical education programs and demonstrates that it is unable to enter into a consortium for purposes of providing services under the Act. [Section 131(c)(2)]
4. The State will provide, from non-Federal sources for the costs the eligible agency incurs for the administration of programs under this Act, an amount that is not less than the amount provided by the eligible agency from non-Federal sources for such costs for the preceding fiscal year. [Sec. 323(a)]
5. You must provide a signed assurance that your State and eligible recipients that use funds under this Act for in-service and preservice career and technical education professional development programs for career and technical education teachers, administrators, and other personnel shall, to the extent practicable, upon written request, permit the participation in such programs of career and technical education secondary school teachers, administrators, and other personnel in nonprofit private schools offering career and technical secondary education programs located in the geographical area served by such eligible agency or eligible recipient. [Sec. 317(a)]
6. You must provide a signed assurance that, except as prohibited by State or local law, that an eligible recipient may, upon written request, use funds made available under this Act to provide for the meaningful participation, in career and technical education programs and activities receiving funds under this Act of secondary school students attending nonprofit private schools who reside in the geographical area served by the eligible recipient. [Sec. 317(b)(1)]

7. The State assures that eligible recipients that receive an allotment under this Act will consult, upon written request, in a timely and meaningful manner with representatives of nonprofit private schools in the geographical area served by the eligible recipient regarding the meaningful participation, in career and technical education programs and activities receiving funding under this Act, of secondary school students attending nonprofit private schools. [Sec. 317(b)(2)]

Chairman, N. C. State Board of Education

Date

State Superintendent, N. C. Department of Public Instruction

Date

N. C. State Director, Career and Technical Education

Date

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Chairman, N. C. Community College Board

Date

President, N. C. Community College System

Date

Director, Federal Vocational Education

Date